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ABSTRACT

This document reports a survey of curriculum and instructional materials readily available from over ninety-two federal organizations which could be utilized by vocational educators. Chapters 1 and 2 (Executive Summary and Introduction) summarize this survey conducted by Human Resources Management, Inc., from 1979-80, which resulted in listings of available items. Chapter 3, Development of the Listing Plan, reviews the foundation for project implementation, use of an advisory group, and the work plan developed to guide project activities. Chapter 4, Sources and Collection of Materials, discusses types of sources used, source selection, means for contacting sources and recording information gathered, and material transport. Chapter 5, Processing of Materials, details the system developed for materials processing, process steps, and citation development and format. Chapter 6, Organization and Compilation of the Listings, describes actual packaging and contents of the eight listings including materials for seven traditional vocational program areas and for special needs groups--see note. Chapter 7, Awareness Building, Printing, and Distribution, discusses brochures and other mechanisms used to create awareness and their distribution. Chapter 8, Observations and Recommendations, provides insights into issues confronted, what was learned, and recommendations for future activities. Chapter 9 is a summary. (YLB)

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FINAL REPORT

REVISION AND UPDATING OF LISTINGS OF VOCATIONAL INSTRUCTIONAL MATERIALS AVAILABLE FROM FEDERAL AGENCIES

August 1980

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of

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TO:

U.S. Department of Education
Office of Vocational and Adult Education
Office of Employment and Education
Division of Program Improvement
•Curriculum Development Branch

For:

Contract No. 300-79-0420

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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CE 026 891

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Carol L. Hill

Carol L. Hill
Project Director

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ABSTRACT

Each year the Federal Government prepares and releases thousands of quality publications. These publications include a large body of curriculum and instructional materials to train individuals for a wide range of employment opportunities. The Vocational Education Amendments of 1968 mandate the Office of Vocational and Adult Education in the Department of Education to effect broad utilization of vocational education materials, especially those developed under public sponsorship. To respond to this mandate and to the current needs of and practices in vocational education, the Department of Education contracted with Human Resources Management, Inc. (HRM) to update a set of listings of curriculum and instructional materials readily available from federal organizations, except the Department of Defense. In actuality, the current listings are a set of new listings. The new listings cover both print and non-print material developed or revised since 1975. The listings include materials for the seven traditional vocational program areas of agriculture and agribusiness education, trade and industrial education, marketing and distributive education, allied health education, business and office education, technical education and vocational home economics education. In addition to the traditional vocational education program areas, efforts were made to locate and annotate materials for use with the handicapped, disadvantaged, older Americans, displaced homemakers, youth and clientele of CETA programs. Also, general references for vocational and career education are included in each of the listings. These materials are cited in eight volumes which are organized around the seven vocational education program areas and around an eighth book for special needs groups. While these listings are by no means exhaustive, they are representative of materials which can be obtained free or for a nominal charge from over ninety-two federal organizations surveyed.

A national Advisory Group of vocational educators representing all regions of the United States, all vocational education program areas, levels and types of organizational settings, and the special needs groups was formulated to provide guidance on the project. Informational and promotional leaflets describing the listings were distributed to vocational educators across the country. The Government Printing Office printed the listings and has them available for sale. This report describes the activities of the project and provides insights and recommendations. The overriding conclusion is that the Federal Government produces a wealth of material which vocational educators would find helpful. However, additional means for informing vocational educators about these resources is needed.

Chapter One:
EXECUTIVE SUMMARY

The Federal Government prepares and releases thousands of quality curriculum and instructional materials which could be utilized by vocational educators. The Vocational Education Amendments of 1968 mandate the Assistant Secretary of the Office of Vocational and Adult Education of the Department of Education to fund activities which facilitate the dissemination of information about these materials and resources to potential users.

As part of the effort to fulfill that mandate, the Department of Education contracted with Human Resources Management, Inc. (HRM), of Washington, D.C. (under contract No. 300-79-0420), to conduct a survey of curriculum and instructional materials readily available from federal organizations except the Department of Defense. HRM performed this contract from August 1, 1979 to August 15, 1980. More than ninety-two federal organizations were surveyed and contacted and over 5,000 items were identified and selected as relevant to the concerns of vocational educators. The final result of this effort is a set of eight separate volumes of annotated citations. The selected materials cover the vocational fields of agriculture and agribusiness, home economics, allied health education, technical education, marketing and distributive education, and office education. In addition, efforts were made to locate and annotate materials for use with the handicapped, disadvantaged, older Americans, displaced homemakers, youth and clientele of CETA programs. A separate booklet contains citations for these special groups.

In 1971, a similar survey was conducted and seven listings of materials were prepared at that time. These Listings are now obsolete and needed to be revised and updated to be responsive to current needs and practices in vocational education.

Thus, the current project has served to update the 1971 Listings. The current Listings are, in fact, new since 1975. While these Listings are not exhaustive, they are representative of the many different types of materials and resources available and do provide the potential users access to the sources of the items.

THE DEVELOPMENT OF A LISTING PLAN entailed laying the foundation for project implementation, the formation and use of an advisory panel and specific details of a work plan which was developed as a guide for project activities. The Plan described the overall course of action to be taken to ensure that the goals of the project would be met. Specifically, the following three major endeavors occurred:

- Review of background materials. Since this project was originally conceived to be a revision of the 1971 Listings, we reviewed them and the final project report, and held discussions with the director of that project. This served as a basis for identifying the guidelines and procedures which had been used previously for material identification, selection, and acquisition. Other relevant materials which were reviewed included: bibliographies, guides and Congressional reports.

- Establishment and use of a national advisory panel of vocational educators. A panel was formulated on a national level and coordinated to review and advise on the project. Designated as the Advisory Group, this panel represented vocational program areas, the eight special program groups, secondary, post-secondary, and adult levels of vocational educational programs, varied ethnic backgrounds, both sexes among others. Eventually, fifteen Advisory Group members were selected from a list of 33 potential panel members.

- Components of the Listing Plan. The following elements were addressed and determined in detail:

- Information Sought
- Criteria for Selection of Materials
- Classification and Coding Systems
- Sources of Materials
- Materials Receipt and Annotation
- Organization Plan for the Listings
- Printing and Distribution

Sources and Collection of Materials. HRM had to select those agencies which had the appropriate materials for the project. The types of sources to be used, how those sources were to be selected, the means for contacting those sources and recording the information gathered, and the transport of the materials were carefully considered.

The criteria for the selection of the sources closely paralleled those suggested for use in the selection of materials. Agencies whose major programmatic thrust was directly related to any of the seven subject areas and/or the special needs groups were immediately identified. Sources which had readily available materials produced or revised since 1975 at a resonable cost to the consumer were also selected. Among the other key factors which were considered were proximity of the sources to Washington, D.C., and the cost to HRM of accessing the materials.

The HRM Project Director made initial contact with the highest person in command within the particular level and area within the agency from which information was desired. Starting at the top of the organization proved to be most useful in obtaining the authority and cooperation needed to contact the varied personnel throughout a given department, agency, or clearinghouse. In general, federal personnel provided excellent and generous cooperation.

HRM staff members were given orientation and training sessions, and were provided with sample kits of materials. Over a three month period, these staff members interviewed personnel in as many agencies as possible and collected materials from them. The following provide an example of some of the noteworthy facts which emerged:

- Over 120 federal organizations were contacted and deemed to be real sources of materials.
- Several hundred personnel in approximately 92 different federal organizations were interviewed and provided materials.
- Of all the federal organizations used as sources of materials, 17 had materials which cut across most of the vocational program areas and special needs groups.
- 19 federal organizations are responsible for the development, collection or distribution of materials covering a large range of subject matter within a given department.
- 56 agencies with specific programmatic focus were contacted for materials.

PROCESSING OF MATERIALS. As a result of the selection and collection of materials, HRM staff members:

- Identified over 5,000 curriculum and information materials from federal agencies.
- Reviewed, annotated, keyed into the word processor and corrected 1,146 items.
- Included approximately 1,085 individual citations in the booklets.

Specifically, the following were included in the processing of materials:

Development of a System for Processing Materials. A classification schema for organizing materials and one hundred forty-three subject areas was developed. In addition, various file systems such as a title card file, source card file and a publisher card file were developed to facilitate the processing of materials. An automatic retrieval system was very important to the efficient grouping of citations into subject areas and a tape code system for GPO (Government Printing Office) printing, developed by GPO, was also essential.

Steps in the Processing of Materials. Essentially, materials were processed from initial receipt, screened for suitability, and given an accession number. Then they were reviewed, classified into the appropriate area(s), annotated, and prepared for input into the automatic retrieval system. Various printouts were proofed for accuracy and a computer tape was submitted to GPO which produce camera-ready copies.

Development and Format of Citations. In developing a citation format, various styles were considered and eventually, HRM staff and the Advisory Group selected one which is clear and readable. Thorough bibliographical and source information were combined with the annotations to provide concise entries.

ORGANIZATION AND COMPILATION OF THE LISTINGS. Numerous organizational options were proposed and considered, and the following four categories of information were organized:

- Citations for the seven vocational program areas,
- Citations for the special needs groups,
- Information on sources, and
- Information on how to use the listings.

After the collection and annotation of materials, the decision was made to develop eight booklets. The seven vocational areas each constitute a booklet and the special needs groups materials constitute an eighth booklet. The exact title of the booklets are as follows:

Vocational Instructional materials for Agriculture and Agribusiness Education Available from Federal Agencies

Vocational Instructional Materials for Business and Office Education Available from Federal Agencies

Vocational Instructional Materials for Vocational Home Economics Education Available from Federal Agencies

Vocational Instructional Materials for Marketing and Distributive Education Available from Federal Agencies

Vocational Instructional Materials for Allied Health Education Available from Federal Agencies

Vocational Instructional Materials for Technical Education Available from Federal Agencies

Vocational Instructional Materials for Trade and Industrial Education Available from Federal Agencies

Vocational Instructional Materials for Special Needs Groups -- Handicapped, Disadvantaged, Older Americans, Youth Employment, Displaced Homemakers -- Available from Federal Agencies

The final format and organization of the contents of the eight booklets are the same.

Awareness Building, Printing, and Distribution. An important objective of this project was to create an awareness that the listings would be useful to vocational education teachers in their search for relevant curriculum and instructional materials. To create such an awareness informational and promotional brochures were distributed effectively to a captive audience. The response was excellent and requests for further information about the project were received from many individuals, mostly vocational educators.

The eight booklets were printed by the Government Printing Office. Ten thousand copies of each booklet were printed and a GPO rider order of two thousand was requested for each booklet. The booklets are available for purchase through GPO. However, free copies of the booklets were distributed to those individuals who requested them by returning the detachable portion of the information brochures.

Chapter Two:
INTRODUCTION

There is a plethora of curriculum and instructional materials, references and resources available to vocational educators at the federal level. The major issue is how to make vocational educators aware of these vast resources. The Vocational Education Amendments of 1968 mandate the Assistant Secretary of the Office of Vocational and Adult Education of the Department of Education to fund activities which facilitate dissemination of information about these materials and resources to potential users.

The Office of Vocational and Adult Education contracted with Human Resources Management, Inc. (HRM) of Washington, D.C., to conduct a survey of curriculum and instructional materials readily available from federal organizations except the Department of Defense. HRM performed this contract from August 1, 1979 to August 15, 1980. Over ninety-two federal organizations were surveyed and more than 5,000 items were identified and selected as relevant to the concerns of vocational educators. A similar survey was conducted in 1971 and seven listings of materials were prepared at that time. Over the years these listings became obsolete as new materials were developed or old materials were revised. Also, there has been a surge in the number of federal organizations producing relevant materials and in the amount of materials available.

Thus, the current project has served to update the former listings. The current listings are in fact new listings. The present listings cover both print and non-print material developed or revised since 1975. The listings not only include materials for the seven traditional vocational program areas, but also for special needs groups. While no one project could exhaust the materials available, the current project listings are representative of the many different types of materials and resources and do provide the potential users access to the sources of these items.

HRM staff were very pleased to see how much useful material there is readily available and how cooperative federal personnel are in their efforts to help users locate and obtain this material.

The remaining chapters of this report discuss the actual implementation of the project, special considerations and issues, and the final outcomes and products resulting from these efforts.

Chapter Three: DEVELOPMENT OF LISTING PLAN reviews the foundation for project implementation, the use of an Advisory Group and the specifics of the work plan developed as a guide for project activities.

Chapter Four: SOURCES AND COLLECTION OF MATERIALS discusses the types of sources used, how those sources were selected, the means for contacting those sources and recording the information gathered, and the transport of the materials.

Chapter Five: PROCESSING OF MATERIALS details the system developed by HRM for processing the materials, the actual steps in the process, and citation development and format.

Chapter Six: Organization and Compilation of the Listings describes the actual packaging and contents of the eight listings.

Chapter Seven: AWARENESS BUILDING, PRINTING, AND DISTRIBUTION discusses the two brochures and other mechanisms used to create awareness of the project as well as the distribution of the booklets themselves.

Chapter Eight: OBSERVATIONS AND RECOMMENDATIONS provides insights into the issues confronted in the project, what we learned from the project and recommendations for future activities.

Chapter Nine: SUMMARY is a closing section which concisely ties together the overall project activities and outcomes.

A bibliography of materials found helpful in completing the project and attachments of other project materials are placed at the end of the report.

Chapter Three:
DEVELOPMENT OF LISTING PLAN

The first significant project task which would lay the foundation for all future activities was the refinement of a Listing Plan which HRM submitted in its proposal. The Plan described the overall course of action to be taken to ensure that the goals and the objectives of the project would be met. The Plan represented a harmonizing of the diverse suggestions received from Advisory Group and HRM staff members with the scope of work as given in the RFP. Clarification and resolution of sensitive issues, methodological problems, implementation procedures and key project tasks were clearly spelled out in the Plan. This chapter will review three major endeavors:

- Review of background materials
- Establishment and use of a National Advisory Group of Vocational Educators and
- The actual components of the Listing Plan which were:
  - Information Sought
  - Criteria for Selection of Materials
  - Classification and Coding Systems
  - Sources of Materials
  - Materials Receipt and Annotation
  - Organization Plan for the Listings
  - Printing and Distribution

REVIEW OF BACKGROUND MATERIALS

Since this project was originally conceived to be a revision and updating of seven listings prepared by the Northwest Regional Educational Laboratory in 1970-71, we reviewed the seven booklets and the final project report and held discussions with the director of that project who also served on our Advisory Group of Vocational Educators. After a study of the overall organization and content of the listings and the final project report, we were able to identify the guidelines and procedures which had been used for material identification, selection and acquisition. We also gained valuable information on working with the federal agencies which were surveyed. We were then able to draw up a list comparing and contrasting the scopes of work of the 1971 and the current projects and identify those components and procedures which might be maintained for this project and those which would need to be modified. Some of the key differences in the current project were as follows:

- The inclusion of non-print as well as print material
- A search for material to be used by vocational educators in working with special populations including the disadvantaged, handicapped, displaced homemakers, unemployed youth, urban and rural youth, older Americans, and clientele of CETA programs. This created an additional eighth volume of listings
- The identification and placement in the listings of special materials for Guidance and Counseling, Career Education, and Consumer Education only if they were specific to vocational occupations and could be categorized within those areas in the appropriate booklet
- Use of a different format for the annotations
- A new organization plan for the booklets which includes more information on the sources from which materials can be ordered
- Revision of the names of the booklets and the program areas for which

materials are cited to correspond to programmatic shifts and terminology changes which have taken place over the past ten years

- Inclusion of material developed or revised only since 1975; and
- Additional promotional and dissemination activities.

A number of other materials were reviewed for various purposes. Other bibliographies such as The Center for Vocational Education's METRIC EDUCATION: An Annotated Bibliography for Vocational, Technical, and Adult Education were examined for ideas on organization of the listings as well as annotation formats. The 1972 Vocational Instructional Materials for Students with Special Needs was scrutinized for helpful hints to seeking materials for the handicapped section of the Special Needs Groups, our volume eight.

The 1976 Identifying and Planning for New and Emerging Occupations: A Suggested Guide was read since we were to include materials for new and emerging occupations as they were available. Many taxonomies of instructional programs, classifications of educational subject matter and standard references of terminology for curriculum and instructional programs were also reviewed. A more thorough discussion of these latter references can be found in the section on Classification in this chapter.

Staff members of the Committee on Governmental Affairs of the U. S. Senate and their report of May 1979, Lack of Accountability in Government Public Information and Publishing Programs provided insight into some of the problems in accessing the thousands of publications printed by the government. A National Advisory Group of Vocational Educators was formulated and coordinated to review and advise on the project. The group as a whole was to represent the following:

- The seven vocational program areas of trade and industry, agriculture/agribusiness, marketing and distributive education, business and office education, allied health education, vocational home economics and technical education
- Eight special program areas or groups including youth (rural, inner-city and unemployed), older Americans, displaced homemakers, new and emerging occupations, disadvantaged, manpower programs, CETA programs, and bilingual vocational education
- Secondary, post-secondary, and adult levels of vocational education programs
- Varied positions including teachers, teacher educators, state departments of vocational education, state supervisors, Regional Curriculum Coordinator Centers
- Varied ethnic backgrounds
- Both sexes
- Different organizational settings and
- As many U.S. Department of Education geographic regions as possible.

HRM obtained a lengthy list of recommendations for Advisory Group members from HRM staff, HRM vocational educator contacts throughout the U.S. and Office of Vocational and Adult Education vocational education area specialists. Office of Vocational and Adult Education professionals who were most helpful included these individuals: Jim Wykle, Bill Dennis, Ed Nelson, Bryon Rawls, Loretta Brown, Harriett McDerus, Doris Gunderson, Jack Wilson, Barbara Kemp, and Ann Donnovan. Department of Education (ED) professionals Gill Chevaz and Dorothy Shueller assisted in locating a Advisory Group member representing CETA, manpower, and bilingual vocational education.

HRM presented ED with a list of 33 potential Advisory Group members with seven listed as suggested members and the remaining twenty-six as alternates. After receiving approval from ED, HRM staff contacted potential Advisory Group members to inform them about the project and assess their interest in and availability to serve on the Advisory Group. A final list of Advisory Group members was submitted to ED.

A checklist of seventy activities for successful completion for Advisory Group meetings was drawn up and implemented. Letters of invitation to serve on the Advisory Group were mailed to each individual consenting to serve along with eight different attachments which were deemed helpful as background information in planning for the first meeting. These included the following: (1) HRM corporate description, (2) a project summary, (3) excerpts from the HRM proposal for the project, (4) a list of questions, i.e., issues for Advisory Group input, (5) a list of references which had been used in drafting issues for Advisory Group discussions, (6) logistics sheet including directions for and to the meeting, (7) a copy of the 1971 listing most closely related to the Advisory Group members' specialty area, and (8) an information form on the Advisory Group member.

HRM was quite pleased that the fifteen Advisory Group members selected represented such a rich blend of vocational educators in specialty areas, types of positions held, types and levels of organizations where employed, ethnic backgrounds, sex and geographic regions. Exhibit 3.1 demonstrates the extent to which these vocational educational program variables were so thoroughly represented. Exhibit 3.2 shows the Advisory Group members and their affiliations and addresses.

The first meeting of this group was held on October 23, 1979, at the Ramada Inn in Rosslyn, Virginia. This meeting was structured around these three questions: (1) What are the information needs of vocational educators for instructional materials?, (2) What criteria should be used in selecting and evaluating materials?, and (3) What format and packaging of the listings would be most useful and appealing?

To facilitate more productive discussion, Advisory Group members were divided into three groups of five members, each with an HRM discussion leader. Advisory Group members were most enthusiastic and helpful in their suggestions. The substance of their recommendations can be found in the Listing Plan. Exhibit 3.3 contains those materials used at the Advisory Group meeting.

Following the Advisory Group meetings, Dr. Doug Towne, former director of the preceding project (1971 Listing) and an Advisory Group member, provided HRM with consultation. We were fortunate to have his continuing input which allowed us to build upon what was learned and produced previously.

During this second quarter, the Draft Listing Plan was mailed to the members for their reviews and comments. The responses received stated that the Advisory Group's suggestions were well incorporated into the Plan and the members were in agreement with the Plan.

One Advisory Group member did express concern that the need to keep the project to manageable proportions might dilute the quality and scope of the final product. Another questioned why Career Education and Guidance and Counseling were given lower priority. The same member also wondered how materials would be scrutinized for meeting sex equity criteria. These concerns were discussed at the Advisory Group meeting and are addressed as much as possible in the next section on the Listing Plan.

COMPONENTS OF THE LISTING PLAN

As stated previously, the Listing Plan lay the framework for carrying out project activities. We will now discuss some of these components in more detail.

INFORMATION NEEDS. The first question addressed by HRM staff with input from the Advisory Group was "What are the information needs of vocational educators?" More specific questions raised regarding information needs were these:

(1) What are the information needs for instructional materials specific to the following vocational areas?

- Distributive Education
- Agriculture/Agribusiness
- Health Occupations
- Home Economics

Exhibit 3.1

Advisory Group Members by Type of Position

OE Vocational Occupational Areas:

- Trade and Industry
- Agriculture/Agribusiness
- Distributive Education
- Business and Office
- Health
- Home Economics
- Technical Education

OE Special Program Areas or Groups:

- Youth (includes rural, inner-city and unemployed)
- Older Americans
- Displaced Homemakers
- New and Emerging Occupations
- Disadvantaged
- Manpower
- CETA
- Bilingual Vocational Education

Positions Held by Panel Members:

- Teachers
- Teacher Educators
- Associate Commissioner of State Department of Education
- State Directors of Vocational Education
- State Supervisors/Consultants of Vocational Education areas
- State Director of Special Programs
- Director of Regional Curriculum Coordination Center
- Coordinator of LEA-CETA Skills Center
- Researcher
- President-elect of the National Association of Distributive Education Teachers
- Director and Counselor of a Women's Development Center
- Director of Training for a National Bilingual Vocational Education - CETA Program

Program Levels:

- Secondary
- Post-secondary
- Adult

Types of Organization Settings:

- High Schools
- Technical Education Institutes
- Community Colleges
- Universities
- Community Skills Center
- Curriculum Coordination Center
- National Research and Development Center
- Consulting Firm with Previous BOAE 1971 Project

Ethnic Backgrounds:

- Caucasian
- Black
- Hispanic

Sex (and number of):

- Females (7)
- Males (8)

HEW GEOGRAPHIC Regions:

I
II
II
III
III
IV
IV
V
V
VI
VI
VII
VII
IX
X

EXHIBIT 3.2

Advisory Group Members

- Dr. Max Jobe
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Exhibit 3.3

Materials Used at Advisory Group Meetings

(1) How do we define availability of materials?

(a) How many copies should be readily available at the source? 10? 100? 1000?, etc.

(b) How accessible to the user should the material be? Should the user be required to order the directories (GPO); must the teacher go to another source (library) to use the material (ERIC); or must the individual request xeroxed copies directly from the agency if supply of materials is limited?

(c) What should be the price range of the material annotated? Free? Up to how many dollars?

(2) What types of materials should be included?

(a) Printed materials:

- instructional unit
- teachers' guide
- curriculum guide
- instructional module for student
- student workbook or manual
- laboratory/practice manual
- textbook
- simulation situation
- evaluation instrument
- bibliography or director
- supplementary material for student
- other ______________________________

____

____

(b) Nonprint materials:

- records
- audio tapes
- transparencies
- models/mock-ups
- flat pictures

Exhibit 3.3

- posters
- charts and graphs
- films - 8mm - 16mm
- filmstrips
- cassettes
- videotapes
- slides
- other ____________________
- other ____________________

(3) Levels will include adult, secondary and post-secondary. Are there other level considerations? If yes, what are they?

(4) Who will the users be?

- students
- instructional personnel
- support service personnel
- parents
- other ____________________
- other ____________________

(5) For which special groups should material be included?

- handicapped
- unemployed youth
- rural and inner-city youth
- displaced homemakers
- older Americans
- other ____________________
- other ____________________

(6) What subject matter or co-curricular activity, toward which materials are directed, should be included (other than the materials dealing with the seven vocational areas)?

Exhibit 3.3

- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________

(7) What other content areas should be included?

- career guidance/counseling
- community relations
- staff development
- other ______________________________
- other ______________________________

(8) What types of instructional approaches should the included materials cover?

- self-instructional
- lecture
- discussion
- programmed instruction
- modeling
- simulation or gaming
- individualized projects
- demonstrations
- drill and practice
- individual or group counseling
- supervised work experience

(9) Should the material included be only instructional material with stated goals, objectives, procedures and evaluation components?

(10) Should any of the following be used as criteria?

- Is the organization and presentation of the content consistent with objectives and outcomes?
- Is the format of the material adequate for easy usage?
- Is the material content consistent with growth and development charactersitics (physical, emotional, social and intellectual) of target groups?

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Exhibit 3.3

- Are the methods suggested for the presentation of the content consistent with current knowledge of sound learning theories?
- Are the methods suggested for the presentation of content consistent with current knowledge of student motivational techniques?
- to what extent are techniques and procedures for sourn evaluation specified?
- Are there provision for pre-testing?
- Are there provisions for post-testing?
- To what extent are there provision for individual and group diagnostic testing?
- To what extent are remediation procedures identified?
- to what extent are various optional instructional strategies provided? (Instructional strategies are methods of teaching such as stimulation, group instruction, individual progrms, etc.)
- To what extent is a range of student activities provided that involves students in different kinds of learning experiences?
- To what extent are alternative activities for students with special needs (learning or physical handicaps) provided?
- To what extent is individual as well as group instruction provided?
- To what extent does the material related to the interests of the target age group?
- To what extent are user directions provided?
- To what extent is background information provided to the user so that the person will not have to go beyond the material to seek help?
- to what extent are user strategies specified?
- To what extent are resource materials identified and referenced so the user can obtain them?
- To what extent are the specific skills required of the user identified and

Exhibit 3.3

detailed?

- To what extent are directions for additional training provided?
- To what extent are training materials identified and provided?
- Is the material free of racial bias?
- Is the material free of ethnic bias?
- Is the material free of religious bias?
- Is the material free of sex role stereotyping?
- Is the material free of job denigration?
- does the material accurately and objectively present descriptions of life-styles and social conditions associated with the career categories involved?
- Does the material contain role-models to which a member of a minority group can relate?
- If the material contains visuals, do the characters depicted represent a variety of racial groups?
- Does the material include characters with names indicative of a variety of ethnic groups?
- With minor additions/revisions, can the matrial include a positive reference to minority groups?

(11) What other criteria should be used?

- Office Occupations
- Technical Education
- Trade and Industrial Occupations at the secondary, post-secondary and adult levels of training

(2) What information needs for instructional materials have resulted from new and emerging occupations at the secondary, post-secondary and adult levels of training?

(3) What information needs for instructional materials are specific to special populations (such as the handicapped, disadvantaged, older Americans and displaced homemakers), inner-city and rural youth, unemployed youth and CETA program participants at the secondary, post-secondary and adult levels of training?

(4) What information needs are there for instructional materials in the areas of job preparation, job upgrading and vocational guidance?

(5) What other information needs are there?

(6) What are the key words which can be used to identify and access materials?

The Advisory Group members were evenly split into three groups regarding where the focus of the materials collected should be: (1) the seven traditional vocational program areas listed in the RFP, (2) the special interest groups, and (3) informational materials and how to obtain them. The Listing Plan suggested that HRM survey federal agencies to obtain materials which addressed all three information needs, thus effecting broad coverage of instructional programs and subject matter. This coverage was responsive to both the Bureau's (Office of Vocational and Adult Education) mandate under P.L. 90-576 and to Office of Vocational and Adult Education's priorities for vocational education (see June 6, 1979 Priorities for Vocational Education). Exhibit 3.4 presents a general listing of the categories for which materials were sought. A more exact and specific breakdown of these general categories can be seen in Exhibit 3.6 under the discussion of classification of materials. Even the breakdown in this Exhibit was not always specific enough to access the materials sought. In addition, the systems by which each agency had its materials classified varied. Therefore a specific list of key words used to identify materials was developed in conjunction with knowledgeable personnel at each source. Thus, the lists were always viewed as tentative and were adapted to tap the information or classification systems as they existed at the sources.

The Advisory Group members and other individuals queried thought that materials for new and emerging occupations could be obtained with the key words used in Exhibit 3.4. They felt that materials for these occupations could be placed within traditional vocational education program/occupational areas.

While Career Education and Guidance and Counseling were included in the suggested list of materials sought, HRM recommended that higher priority be given to the seven vocational program areas and the special groups.

CRITERIA FOR SELECTION OF MATERIALS. There are a number of factors which were used to determine what materials would be selected for inclusion in the listing. The following list provides some of the questions which were answered in the Listing Plan and provided guidelines for materials selection:

USERS. HRM and the Advisory Group recommended that the materials sought be primarily for teachers and students. Much of this material can probably be used by teacher educators and state level personnel also.

TYPES OF MATERIALS. It was recommended that a wide variety of print and non-print material be sought. However, the types obtained were dependent on the sources used and what was readily available at the sources. Most Advisory Group members suggested that we keep types of materials limited to several categories in both print and non-print categories. The first two types under both categories on Exhibit 3.5

Exhibit 3.4

Listings of Categories for Which Materials Were Sought

- Vocational Education
- Agriculture/Agribusiness and Renewable Natural Resources
- Distributive Education
- Technical Education
- Trades and Industry
- Health Occupations
- Home Economics
- Office Occupations
- Career Education
- Older Americans
- Aging
- Displaced Homemakers
- Consumer Education
- Youth Employment
- CETA Training
- Manpower Training
- Adult Basic Education
- Disadvantaged
- Handicapped

Exhibit 3.5

Print and Non-Print Categories of Materials

TYPE OF MATERIALS

Print

___ ___ periodicals
___ ___ catalog
___ ___ index
___ ___ guidebook
___ ___ workbook
___ ___ programmed text
___ ___ reference book
___ ___ text book
___ ___ pamphlet
___ ___ bibliography
___ ___ other ________
___ ___ ________
___ ___ ________

Non-Print

___ ___ poster
___ ___ charts
___ ___ transparencies
___ ___ audiotapes
___ ___ records
___ ___ films
___ ___ 8mm
___ ___ 16mm
___ ___ filmstrips
___ ___ cassettes
___ ___ video tapes
___ ___ slides
___ ___ other ________
____
____

are those given highest ratings by the Advisory Group as most desired by teachers. Other types were not recommended. Our identification of materials was to be first by those titles which seem appropriate as instructional materials for vocational education. We recommended concentrating on locating useful and available materials regardless of type. Some types of materials would be more important to certain user groups. For example, cassettes, records and audio tapes would be especially helpful for the visually impaired. We would be sensitive to the needs of special user groups and types of materials when we selected sources and when we discussed our needs with agency personnel.

The Advisory Group felt that while there would be materials specific to special groups such as older Americans, the vocational instructional materials would not vary so much by special user group as by vocational program content being studied. Therefore, much of the material to be used with the special groups was to be sought in conjunction with a vocational program area and hopefully listed under that program area. That would help limit the scope of the material to be sought, especially under a topic as broad as "Youth."

LEVEL OF MATERIALS. Handbook XI, A Classification of Educational Subject Matter states that the "categorization of educational level with respect to age and competency appears to be decreasing significantly. Many of the 'rites of passage' from one educational level to another have been eliminated to accommodate student enrollment at multiple levels or to allow for competency-based education programs." Secondary schools are increasingly offering subject matter that has traditionally been the province of post-secondary education. To a lesser extent, the reverse is also true. Post-secondary institutions offer courses at the secondary level as elements of adult-basic or remedial programs. Much of the instructional material used in vocational education programs is not earmarked for a given level. For these reasons, the Advisory Group recommended that HRM not spend time trying to identify the levels of materials. If the levels are to be given in the sources used by HRM, they would be indicated in the annotations. If not, no Advisory Group member felt this would be an important omission. Exceptions most likely would exist in the handicapped area where different levels are often indicated and are more necessary in teacher selection of materials.

INFORMATION ABOUT SOURCES. Many Advisory Group members strongly recommended that the listing(s) include a more detailed section on sources of vocational curriculum and instructional materials. This section could contain brief summaries of the sources used by this project and other sources not used but which are potential sources of information and materials for vocational educators. Information given for each source could include a short paragraph on the agency's general mission (especially as relates to vocational education and materials); names and telephone numbers of contact persons; instructions and addresses for ordering materials and placement of name on mailing lists, if they exist; and other information pertinent to a particular agency. The sources could be presented either in alphabetical order or grouped by libraries, clearinghouses, or agencies.

MATCH WITH PRIORITY AREAS. One of the first criteria to be applied will be the extent to which the materials fit the priority areas including the seven vocational areas, the special groups, the intended users, and the types of materials sought.

AVAILABILITY. Only those materials which were readily available were to be included in the listings. This means (1) that the agency must have the copies in stock, (2) the agency must have a mechanism in place for responding to requests, and (3) the material listed could be ordered directly from the source. Whether or not these criteria would be met in a given situation would be determined by collaboration between HRM staff and the agency contact person(s) in charge of the materials. Whether or not a "sufficient" number of copies is available might depend on (1) what minimum number of copies in stock the agency feels it must have before agreeing to respond to requests, (2) the specific type of material and a "guesstimate" as to whether it would be a "low demand" or "high demand" item, and (3) the amount of difficulty in producing more copies, depending upon the number of pages or bulk of the item and the form or packaging of the item.

DATE OF PUBLICATION. Only those materials which have been developed or revised since 1975 would be selected for inclusion in the listings.

COST. The amount of money vocational education programs have to spend on materials varies greatly (from $200 - $6000 per year). The Advisory Group recommended that material ranging in price from free to several hundred dollars per item be considered reasonable. This would not eliminate the more expensive items which some programs might desire and be able to afford.

VALIDATION. Validation of the listings would eventually occur through general use of them, the development of further documents and periodic revision of the listing.

CLASSIFICATION AND CODING SYSTEM. A single, coherent system for classifying the materials was needed, regardless of the levels of instruction, intended users, sources from which obtained or types of material. HRM suggested a system after a careful review of several of the current and most widely used classifications of subject matter and related instructional programs.

Since 1971, the Standard Terminology for Curriculum and Instruction in Local and State School Systems (Handbook VI of the State Educational Records and Report Series) has been widely used by local, state and federal agencies and institutions. The National Center for Education Statistics (NCES) is currently preparing an instructional program classification of subject matter which will replace both Hanbdbook VI and the HEGIS Taxonomy (A Taxonomy of Instructional Programs in Higher Education). After a review of these two classification systems, HRM discussed with NCES staff the new system currently being developed for the Vocational Education Data System (VEDS). A copy of the preliminary draft was obtained and reviewed. The exact categories and their precise order for the new classification would not be available until the project end date. HRM developed a suggested classification system based on the preliminary draft from NCES but also incorporating categories from the latest Handbook VI Classification System if they were omitted or were clearer by the older system (See Exhibit 3.6).

As seen in Exhibit 3.6, there are seven first order and one hundred forty-three second order areas in the Classification. The coding structure would be characterized by the use of two digits for each order in the Classification. The first order, representing the subject matter area, was indicated by the first two digits. Each subsequent two digits represent another descending order of the subject matter. Schematically, this may be represented as follows:

- 01 Agriculture
  - 01.01 Agricultural Production
    - 01.0101 Animal Science
    - 01.0102 Plant Science
    - 01.0103 Farm Business Management

The Advisory Group recommended that HRM not classify citations by more than four digits. For example, all entries for animal science, plant science and farm management science would be cited under 01. Agriculture - 01.01 Agricultural Production rather than under each separate category (01.0101 Animal Science, 01.0102 Plant Science, and 01.0103 Farm Business Management). Group members stated that the number of entries under any one four-digit category would not be large enough to prohibit teachers from reading through the entire category. The use of four digits would also prevent having some categories in the listings for which there might be only one entry.

If a citation consists of a combination of two or more subject-matter elements, and if the subject-matter elements are subelements of a single and more aggregate entry, the aggregate entry would be used for coding. The aggregate entry may be at the first order, second order, or third order. The title of the article and the definition of the subject-matter element from the NCES Preliminary Draft and old Handbook VI would assist in identifying the subject matter categories and entry levels for existing citations.

If a citation consists of two or more distinct subject matter elements which are found in separate subject matter classifications, listed under each separate classification category.

EXHIBIT 3.6

Classification Categories for Vocational Curriculum and Instructional Materials

01	Agricultural/Agribusiness Occupations
01.01	Agriculture/Production
01.02	Agricultural Supplies and Marketing
01.03	Agricultural Mechanics
01.04	Agricultural Structures and Facilities
01.05	Agricultural Products, Processing and Marketing
01.06	Plant Disease and Pest Control
01.07	Horticulture
01.08	Renewable Natural Resources
01.09	Forestry
02	Office Occupations
02.01	Accounting and Bookkeeping
02.02	Data Programming & Systems Analysis
02.03	Advertising and Sales Promotion
02.04	Budget Control
02.05	Business Communications
02.06	Business Law
02.07	General Office, Typing, and Related
02.08	Secretarial and Word Processing
02.09	Banking and Finance
02.10	Personnel and Training Programs
02.11	Office Management & Budget Analysis
03	Home Economics, Homemaking and Consumer Education
03.01	Child Development
03.02	Clothing and Textiles
03.03	Consumer Education
03.04	Family Living and Parenthood Education
03.05	Family/Individual Health
03.06	Food and Nutrition, Dietetics

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03.07	Home Management
03.08	Housing, Home Furnishing, and Equipment
03.09	Child Care
03.10	Food Services and Related Occupations
03.11	Interior Design
03.12	Floral Designer
03.13	Housekeeping Management
04	Distributive Education
04.01	Apparel and Accessories Marketing
04.02	Advertising
04.03	Marketing Research
04.04	Floristry, Farm and Garden Supplies Marketing
04.05	Banking
04.06	Credit
04.07	Savings and Loan
04.08	Securities and Commodities
04.09	Food Marketing
04.10	Retailing
04.11	Wholesaling
04.12	Sales
04.13	Purchasing
04.14	Home and Office Products Marketing
04.15	Building Materials Marketing
04.16	Hotel/Motel/Resort Management & Marketing
04.17	Restaurant Marketing
04.18	Recreational Products Marketing
04.19	Insurance Marketing
04.20	Real Estate Marketing
04.21	Transportation and Travel Marketing
04.22	Warehousing
04.23	Vehicle and Petroleum Marketing
04.24	International Trade-Import Export and Marketing

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05	Health Occupations
05.01	Dental Programs
05.02	Medical Laboratory Programs
05.03	Diagnostic and Treatment Services
05.04	Nuclear Medical Technology
05.05	Surgical Technology
05.06	Emergency Medical Technology
05.07	Nursing Programs
05.08	Mental Health/Human Services Programs
05.09	Community Health Worker
05.10	Rehabilitation Programs
05.11	Ophthalmic Occupations
05.12	Environmental Health
05.13	Veterinarian and Related Services
06	Technical Education
06.01	Aeronautical and Aviation Technology
06.02	Architectural and Civil Engineering Technology
06.03	Urban Planning Technology
06.04	Electrical and Electronic Technologies
06.05	Instrumentation Technology
06.06	Biomedical Equipment Technology
06.07	Computer Servicing Technology
06.08	Energy Conservation and Use Technology
06.09	Environmental Technology
06.10	Industrial Technology
06.11	Food Processing Technology
06.12	Forest Products Processing Technology
06.13	Marine Products Processing Technology
06.14	Quality Assurance/Control Technology
06.15	Chemical Technology
06.16	Metallurgical Technology
06.17	Textiles Technology
06.18	Marine and Oceanographic Technology
06.19	Mechanical Design & Drafting Technology

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06.20	Automotive Technology
06.21	Marine Propulsion Technology
06.22	Orthotic and Prosthetic Technology
06.23	Plastics Technology
06.24	Welding Technology
06.25	Air Conditioning, Heating, Refrigeration Technology
06.26	Solar Heating & Cooling Technology
06.27	Optical Technology
06.28	Mining and Petroleum Technology
06.29	Nuclear Technology
06.30	Radio and Television Production and Broadcasting Technology
06.31	Motion Picture Technology
06.32	Safety and Related Technology
06.33	Data Processing Technology
06.34	Agricultural Technology
06.35	Educational Media Technology
06.36	Library Technology
06.37	Meteorological Technology
06.38	Mortuary Science Technology
06.39	Photographic Technology
06.40	Police Science Technology
07	Trade and Industrial Occupations
07.01	Appliance and Business Machine Maintenance and Repair
07.02	Building and Construction Programs
07.03	Commercial and Graphic Art
07.04	Mass Media
07.05	Audio Visual Equipment Maintenance & Repair
07.06	Photographic Laboratory and Darkroom
07.07	Printing Press
07.08	Drafting Programs
07.09	Electronics Programs
07.10	Communications Electronics
07.11	Computer Electronics
07.12	Electric Power Generation Equipment Construction, Repair & Maintenance

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07.13	Industrial Atomic Energy Equipment
07.14	Pumping Plant Equipment Technology
07.15	Heavy Equipment Operation and Maintenance
07.16	Mine Equipment Maintenance
07.17	Petroleum Equipment Operation and Maintenance
07.18	Custodial Services
07.19	Industrial Hygiene and Safety
07.20	Lineworker
07.21	Maritime Programs
07.22	Metalworking Occupations
07.23	Barbering and Cosmetology
07.24	Firefighting
07.25	Law Enforcement
07.26	Gunsmithing
07.27	Musical Instrument Repair and Tuning
07.28	Textile Production and Maintenance
07.29	Transportation Operation and Maintenance
07.30	Upholstery, Plastics and Leather Programs
07.31	Woodworking Programs
07.32	Industrial Ceramics
07.33	Jewelry Design, Fabrication & Repair
07.34	Meatcutting
07.35	Aircraft Maintenance

Additional subject matter materials not included in the suggested classification scheme could emerge as materials are collected and reviewed. An "Other" category for such materials would be used under the first order category. If the citations under "Other" varied considerably in title and content, then the word "Other" would be retained in the printing of the listings. When possible, however, a more specific classification title representing the materials listed would be chosen and used in place of "Other."

Other components of the Listing Plan were sources of materials and collection procedures, processing of materials, compilation of the listings including the organization plan, and the printing and distribution of the listings. Since the discussion of these components is so extensive, each component will be discussed in a separate chapter along with the actual project activities carried out as a result of the recommendations in the Listing Plan.

Chapter Four:
SOURCES AND COLLECTION OF MATERIALS

Each year the departments, offices and agencies of the Federal Government prepare and release tens of thousands of publications and materials. These publications and materials range from small pamphlets, multi-volume reports, and abstracts to curriculum materials and include both print and non-print items on thousands of different subjects. Some are available free and some are for sale.

HRM had to select those agencies which had the appropriate materials for the project. This chapter discusses the types of sources used, how those sources were selected, the means for contacting those sources and recording the information gathered, and the transport of the materials.

CRITERIA FOR SELECTION OF SOURCES. The criteria for the selection of the sources closely paralleled those suggested for use in the selection of materials. First, those agencies whose major programmatic thrust is directly related to one of the areas listed in Exhibit 3.6 were identified and matched with the Vocational Education or Special Group to which it corresponded. When there was more than one source, the sources were listed in priority or in keeping with all of the herein stated criteria. Sources which had readily available material (see Section on Criteria for Selection of Materials) produced or revised since 1975 at a reasonable cost to the consumer were selected. It was expected that the sources could be grouped into at least three types: (1) those which contain listings or actual items from many sources; these would include libraries, clearinghouses, and the Government Printing Office and its depositories; (2) The Offices of Publications, Information and/or Communications of the major Departments; and (3) the specific agencies which produce the desired occupational and curriculum materials. Proximity of the sources to Washington, D.C. and the cost to HRM of accessing the materials were also key factors. Exhibit 4.1 presents the tentative selection of sources given as those with the highest probability of having appropriate materials.

REFERENCES FOR IDENTIFICATION OF SOURCES. The following references were used in selecting sources:

Ongoing dialogue with the Department of Education Project Officer for this project

The 1979 Catalog of Federal Domestic Assistance

The United States Government Manual (1979-80)

The National Advisory Group of Vocational Educators

Experience and knowledge of HRM Project Staff

Previous Listings (1971)

Bill Barrett, Deputy Director of GPO and Head, Interagency on Printing and Publications Services

Representatives from the various Departments of the Inter-agency on Printing and Publications Services

Knowledgeable persons in sources contacted including the Clearinghouses

Federal Information Exchange

The key to an appropriate survey of such materials lies in understanding the organization of the Federal Government and knowing how to establish working contacts within relevant subdivisions of government. Several publications exist which provided quick surveys of government materials. Among these were the following:

- Andriot, John L.: Guide to Popular U.S. Government Publications
- Boyd, Anne M. and Rae E. Rips: United States Government Publications

EXHIBIT 4.1

Potential Sources

Programs & Special Groups Sources	Vocational Education*	Agriculture/Agribusiness, Renewable Natural Resources	Distributive Education	Technical Education	Trades and Industry	Health Occupations	Home Economics	Consumer Education	Displaced Homemakers	Office Occupations	Youth Employment	CETA	Manpower Training	Adult Basic Ed	Disadvantaged	Handicapped	Bilingual Voc. Education	Older Americans
Health Resources Adminstration Public Health Service / HEW						X												
Office of Education / HEW	X															X	X	
Office of Health Policy, Research, and Statistics / Public Health Service / HEW						X		X										
Health Services Administration Public Health Service / HEW						X												
Center for Disease Control Public Health Service / HEW						X												
Office of Human Development Services / HEW								X			X	X			X			X
U.S. Office of Consumer Affairs Office of the Secretary / HEW	X	X	X	X	X	X		X		X	X	X		X	X	X	X	X
U.S. Fish and Wildlife Service Department of the Interior		X																
National Park Service Department of the Interior		X																
Civil Rights Division / Department of Justice								X			X				X	X		
Law Enforcement Assistance Administration Department of Justice				X	X													
Employment and Training Administration Department of Labor								X			X	X		X	X	X		
Women's Bureau / Office of the Secretary Department of Labor								X										
Office of Personnel Management											X					X		
Commission on Civil Rights								X			X				X	X		
General Services Administration	X	X	X	X	X	X		X		X	X	X		X	X	X	X	X
Library of Congress	X	X	X	X	X	X		X		X	X	X		X	X	X	X	X
National Aeronautics and Space Administration				X														
Community Services Administration																		X
President's Committee on Employment of the Handicapped																	X	
Small Business Administration	X	X	X	X	X	X		X		X	X	X		X	X	X	X	X
Tennessee Valley Authority		X																
Department of Veterans Benefits Veterans Administration														X	X			

*Vocational Education includes all 7 vocational areas listed

EXHIBIT 4.1

Potential Sources

Sources \ Programs & Special Groups	Vocational Education	Agriculture/Agribusiness, Renewable Natural Resources	Distributive Education	Technical Education	Trades and Industry	Health Occupations	Home Economics	Consumer Education	Displaced Homemakers	Office Occupations	Youth Employment	CETA	Manpower Training	Adult Basic Ed	Disadvantaged	Handicapped	Bilingual Voc. Education	Older Americans
Water Resources Council		X																
Office of Air, Noise, and Radiation Environmental Protection Agency				X														
Office of Water and Waste Management Environmental Protection Agency		X		X														
Action																		X
Department of Energy				X														
National Health Planning Information Center Bureau of Health Planning Health Resources Administration / HEW						X												
Government Printing Office	X	X	X	X	X	X		X		X	X	X		X	X	X	X	X
Science and Education Administration Department of Agriculture		X																
National Technical Information Service Department of Commerce			X	X	X													

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Potential Sources

Agency	Address
Office of Health Policy, Research, and Statistics Public Health Service HEW 13.227 Health Statistics Training and Technical Assistance	Associate Director for the Cooperative Health Statistics System National Center for Health Statistics Office of Health Policy, Research, and Statistics PHS HEW Rm. 2-63 Center Building 3700 East-West Highway Hyattsville, Maryland 20782 Telephone: (301) 436-7050 Contact: Gail F. Fisher
Health Services Administration Public Health Service HEW 13.233 Maternal and Child Health Training 13.260 Family Planning Services — Training Grants and Contracts	Office for Maternal and Child Health BCHS Health Services Administration HEW 5600 Fishers Lane Rockville, Maryland 20857 Telephone: (301) 443-2340 Contact: John J. Hutchings, M.D.
Center for Disease Control Public Health Service HEW 13.263 Occupational Safety and Health Training Grants	Procurement and Grants Management Branch OAMS Center for Disease Control National Institute for Occupational Safety and Health HEW 5600 Fishers Lane Rockville, Maryland 20857 Telephone: (301) 443-3122 Contact: Joseph West

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Potential Sources

Agency

Health Resources Administration
Public Health Service
HEW

13.298 Nurse Practitioner Training Program and Nurse Practitioner Traineeships

13.299 Advanced Nurse Training Program

Address

Division of Nursing
Bureau of Health Manpower
Health Resources Administration
Public Health Service
HEW
Center Building
3700 East-West Highway
Hyattsville, Maryland 20782
Telephone: (301) 436-6314
Contact: Adele Miller

Agency

Office of Education
HEW

13.450 Handicapped Regional Resource Center

Address

Learning Resources Branch
Division of Media Services
Bureau of Education for the Handicapped
Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202
Telephone: (202) 472-1366
Contact: Elwood Bland

13.554 Career Education

13.586 Bilingual Vocational Instructor Training

13.587 Bilingual Vocational Instructional Materials, Methods, and Techniques

Address

Office of Education
Office of Career Education
Regional Office Building, No. 3
Rm. 3100
7th and D Streets, S.W.
Washington, D.C. 20202
Telephone: (202) 245-2284
Contact: John Lindia

13.558 Bilingual Vocational Training

Address

Division of Research and Demonstration
Bureau of Occupational and Adult Education
Office of Education
Washington, D.C. 20202
Telephone: (202) 245-9634
Contact: Howard Hjelm, Director

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Agency	Address
Office of Human Development Services HEW	Division of Social Security Rehabilitation Programs Rehabilitation Services Administration Office of Human Development Services HEW Washington, D.C. 20201 Telephone: (202) 245-1050 Contact: Gerald Green, Director
13.625 Vocational Rehabilitation Services for Social Security Disability Beneficiaries	
13.629 Rehabilitation Training	Address Division of Manpower Development Rehabilitation Services Administration Office of Human Development Services HEW Washington, D.C. 20201 Telephone: (202) 245-0079 Contact: Harold Shay, Director
13.637 Special Programs for the Aging -- Title IV — Training	Address Office of Education and Training Administration on Aging Office of Human Development HEW Washington, D.C. 20201 Telephone: (202) 245-1268 Contact: Byron Gold
13.646 Work Incentive Program (in cooperation with Employment and Training Administration, DOL)	Address Executive Director National Coordination Committee Work Incentive Program Washington, D.C. 20213 Telephone: (202) 376-7030 Contact: Robert Easley
Agency	**Address**
U.S. Office of Consumer Affairs Office of the Secretary HEW 13.678 Consumer Affairs	U.S. Office of Consumer Affairs Reporters Building, Rm. 621 300 7th Street, S.W. Washington, D.C. 20201 Telephone: (202) 755-8875 Contact: Esther Peterson, Director

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Agency	Address
Health Resources Administration Public Health Service HEW 13.822 Health Careers Opportunity Program	Grants Management Office Bureau of Health Manpower Health Resources Administration Center Building, Rm. 4-27 3700 East-West Highway Hyattsville, Maryland 20782 Telephone: (301) 436-6564 Contact:
13.886 Grants for Programs for the Training of Physicians' Assistants	Address Division of Medicine Bureau of Health Manpower Health Resources Administration Public Health Service HEW Center Building 3700 East West Highway Hyattsville, Maryland 20782 Telephone: (301) 436-6418 Contact: Dr. Kenneth Moritsugu
13.889 Expanded Function Dental Auxiliary Training Program	Address Professional Education Branch Division of Dentistry Bureau of Health Manpower Health Resources Administration Federal Center Building No. 2 Rm. 3-30 3700 East-West Highway Hyattsville, Maryland 20782 Telephone: (301) 436-6564 Contact: Patricia Jones
13.969 Curriculum Development Grants	Address Applied Nutrition Grants Division of Associated Health Geriatrics and Occupational and Environmental Health Division of Medicine 3700 East-West Highway Hyattsville, Maryland 20872 Telephone: (202) 436-6836 Contact: Thomas Hatch

EXHIBIT 4.1

Agency

U.S. Fish and Wildlife Service
Department of the Interior

All related programs

Address

Department of the Interior
Washington, D.C. 20240
Telephone numbers vary according to program
Contacts vary by program

Agency

National Park Service
Department of the Interior

15.911 Training Institute for Park and Recreation Management

Address

NPS Training Institute
Division of Federal and State Liaison
National Park Service
Department of the Interior
Washington, D.C. 20240
Telephone: (202) 523-5169
Contact:

Agency

Civil Rights Division
Department of Justice

16.101 Equal Employment Opportunity

Address

Chief, Employment Section
Civil Rights Division
Department of Justice
Washington, D.C. 20530
Telephone: (202) 633-3831
Contact:

Agency

Law Enforcement Assistance Administration
Department of Justice

16.513 Law Enforcement Assistance --Training

Address

Training Division
Office of Operations Support
LEAA
Department of Justice
Washington, D.C. 20531
Telephone: (202) 376-3665
Contact:

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EXHIBIT 4.1

Agency	Address
Employment and Training Administration Department of Labor	Bureau of Apprenticeship and Training Employment and Training Administration Department of Labor Washington, D.C. 20213
17.201 Apprenticeship Training	Telephone: (202) 376-6585 Contact: Thomas Hall
17.211 Job Corps	Address Director Jobs Corps ETA Department of Labor 601 D Street, N.W. Washington, D.C. 20213 Telephone: (202) 376-6995 Contact: Raymond E. Young
17.232 Comprehensive Employment and Training Programs 17.240 Youth Employment and Training 17.242 Summer Youth Employment Programs	Address Employment and Training Administration Department of Labor 601 D Street, N.W. Washington, D.C. 20213 Telephone: (202) 376-2649 Contact: Hugh Davies Robert Taggert
17.234 Employment and Training — Indians and Native Americans	Address Office of Indian and Native American Programs Employment and Training Administration Department of Labor 601 D Street, N.W. Washington, D.C. 20213 Telephone: (202) 374-6102 Contact: Alexander S. MacNabb
17.243 Special Programs and Activities for the Disadvantaged	Address Administrator, Office of National Programs Employment and Training Administration Department of Labor 601 D Street, N.W. Washington, D.C. 20213 Telephone: (202) 376-6225 Contact: Harold Rieve

EXHIBIT 4.1

Agency

Women's Bureau
Office of the Secretary
Department of Labor

17.700 Women's Special Employment Assistance

Address

Director
Women's Bureau
Office of the Secretary
Department of Labor
Washington, D.C. 20210
Telephone: (202) 523-6611
Contact: Ruth Hernandez

Agency

Office of Personnel Management

27.003 Federal Employment for Disadvantaged Youth — Part-time

Address

Student Employment Program Section
Recruitment and Agency Services Branch
Division of Staffing Services
Office of Personnel Management
Washington, D.C. 20415
Telephone: (202) 632-5677
Contact: James Poole

27.005 Federal Employment for the Handicapped

Address

Office of Selective Placement
Office of the Assistant Executive Director
Office of Personnel Management
Washington, D.C. 20415
Telephone: (202) 632-5687
Contact: Mrs. Hedwig Oswald

Agency

Commission on Civil Rights

29.001 Clearinghouse Services, Civil Rights and Sex Discrimination Complaints

Address

Commission on Civil Rights
1121 Vermont Avenue, N.W.
Washington, D.C. 20425
Telephone: (202) 294-6506
Contact: Ron Pizza

EXHIBIT 4.1

Agency	Address
General Services Administration	
39.005 National Audiovisual Center	National Audiovisual Center General Services Administration Washington, D.C. 20409 Telephone: (301) 763-1860 Contact:
39.008 Federal Information Center	Address Federal Information Center Coordinating Staff General Services Administration Washington, D.C. 20405 Telephone: (202) 566-1937 Contact:
39.009 Consumer Information Center	Address Executive Director Consumer Information Center General Services Administration Washington, D.C. 20405 Telephone: (202) 566-1794 Contact:

Agency	Address
Library of Congress	
42.001 Books for the Blind and Physically Handicapped	National Library Service for the Blind and Physically Handicapped Library of Congress 1291 Taylor Street, N.W. Washington, D.C. 20542 Telephone: (202) 882-5500 Contact: Frank Kurt Cylke, Chief
42.005 Library of Congress Publications	Address Publishing Office Library of Congress Washington, D.C. 20540 Telephone: (202) 426-5093 Contact:

EXHIBIT 4.1

Agency	Address
National Aeronautics and Space Administration 43.001 Aerospace Education Services Project	Chief of Community and Educational Services Code LFG-13 NASA Headquarters Washington, D.C. 20546 Telephone: (202) 755-3757 Contact:
Community Services Administration 49.010 Older Persons Opportunities and Services	Older Persons Programs Office of Community Action Community Services Administration 1200 19th Street, N.W. Washington, D.C. 20506 Telephone: (202) 632-5196 Contact: Delores H. Welch
President's Committee on Employment of the Handicapped 53.001 Handicapped Employment Promotion	Executive Director President's Committee on Employment of the Handicapped Washington, D.C. 20210 Telephone: (202) 653-5044 Contact: Bernard Posner
Small Business Administration All related programs	Small Business Administration 1441 L Street, N.W. Washington, D.C. 20416 Telephone numbers vary according to program Contacts vary by program

EXHIBIT 4.1

Agency	Address
Tennessee Valley Authority All related programs	Tennessee Valley Authority Knoxville, Tennessee 37902 Telephone: (615) 632-2101 Contacts vary by program

Agency	Address
Department of Veterans Benefits Veterans Administration 64.116 Vocational Rehabilitation for Disabled Veterans	Veterans Administration Central Office Washington, D.C. 20420 Telephone: Contact:

Agency	Address
Water Resources Council 65.001 Water Resources Planning	State Programs Division Water Resources Council 2120 L Street, N.W. Washington, D.C. 20037 Telephone: (202) 254-6446 Contact:

Agency	Address
Office of Air, Noise, and Radiation Environmental Protection Agency 66.003 Air Pollution Control Manpower Training Grants	Control Programs Development Division Office of Air Quality Planning and Standards Office of Air, Noise, and Radiation Environmental Protection Agency Research Triangle Park, North Carolina 27711 Telephone: (919) 541-2401 Contact: Fred Stinson

EXHIBIT 4.1

Agency

Office of Water and Waste Management
Environmental Protection Agency

All related programs

Address

Environmental Protection Agency
Office of Water and Waste Management
Washington, D.C. 20460
Telephone numbers vary according to program
Contacts vary by program

Agency

Action

72.002 Retired Senior Volunteer Program

Address

Director
Older Americans Volunteer Programs
Action
806 Connecticut Avenue, N.W.
Washington, D.C. 20525
Telephone: (202) 254-7310
Contact: Al Larson

Agency

Department of Energy

81.023 Information Services — Exhibits, Public Speakers, and Publications

Address

Special Programs Division
Office of Public Affairs
DOE
Washington, D.C. 20545
Telephone: (202) 353-5441
Contact: John Bradburne

81.039 National Energy Information Center

Address

Director
National Energy Information Center
Office of Energy Information Services
Energy Information Administration
Department of Energy
1726 M Street, N.W., Room 230
Washington, D.C. 20461
Telephone: (202) 634-5610
Contact:

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EXHIBIT 4.1

Agency	Address
Department of Energy 81.045 Special Studies and Projects in Energy Education and Training	Education Programs Divisions Office of Education, Business, and Labor Affairs DOE Washington, D.C. 20545 Telephone: (202) 252-6480 Contact:
Science and Education Administration Department of Agriculture 10.883 Technical Information Systems	Chief Reference Division Science and Education Administration-TIS Beltsville, Maryland 20705 Telephone: (301) 344-3834 Contact: Leila Moran
National Technical Information Service Department of Commerce 11.650 National Technical Information Service	Melvin S. Day, Director 5285 Port Royal Road Room 1008 Springfield, Virginia 22161 Telephone: (703) 557-4636 Contact: Melvin S. Day, Director
Office of Human Development Services HEW 13.603 Office for Handicapped Individuals	Office for Handicapped Individuals Office of Human Development HEW Washington, D.C. 20201 Telephone: (202) 245-1961 Contact: Dr. Roth

Agency

National Health Planning Information Center
Bureau of Health Planning
Health Resources Administration
HEW

13.883 National Health Planning Information Center

Address

NHPIC
Center Building, Room 5-22
3700 East-West Highway
Hyattsville, Maryland 20782
Telephone: (301) 436-6736
Contact: Frank A. Morrone, Jr., Chief

Agency

Commission on Civil Rights

29.001 Clearinghouse Services, Civil Rights and Sex Discrimination Complaints

Address

Commission on Civil Rights
1121 Vermont Avenue, N.W.
Washington, D.C. 20425
Telephone: (202) 294-6506
Contact: Ron Pizza

Agency

Government Printing Office

40.001 Depository Libraries for Government Publications

Address

Chief
Library Division
Library and Statutory Distribution Service
Stop SLL
Government Printing Office
Washington, D.C. 20401
Telephone: (202) 275-3345
Contact: C.A. La Barre, Assistant Public Printer

40.002 Government Publications —Sales and Distribution

Address

Superintendent of Documents
Government Printing Office
Washington, D.C. 20402
Telephone: (202) 275-3345
Contact: C.A. La Barre, Assistant Public Printer

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EXHIBIT 4.1

Agency

Library of Congress

42.001 Books for the Blind and Physically Handicapped

Address

National Library Service for the
Blind and Physically Handicapped
Library of Congress
1291 Taylor Street, N.W.
Washington, D.C. 20542
Telephone: (202) 882-550
Contact: Frank Kurt Cylke, Chief

Agency

Department of Energy

81.002 Motion Picture Film Libraries

Address

Audiovisual Branch
Special Programs Division
Office of Public Affairs
Washington, D.C. 20585
Telephone: (301) 353-5365
Contact: Jack Moser

81.003 Granting of Patent Licenses

Address

Assistant General Counsel for Patents
DOE
Washington, D.C. 20545

81.038 Energy Information Administration — Clearinghouse

Address

Director
Energy Information Administration
Clearinghouse
Office of Energy Information Services
Energy Information Administration
Department of Energy
1726 M Street, N.W., Room 200
Washington, D.C. 20461
Telephone: (202) 566-5694
Contact:

81.039 National Energy Information Center

Address

Director
National Energy Information Center
Office of Energy Information Services
Energy Information Administration
Department of Energy
1726 M Street, N.W., Room 230
Washington, D.C. 20461
Telephone: (202) 634-5610
Contact:

- Leidy, W. Philip: A Popular Guide to Government Publications
- Monthly Catalog of United States Government Publications, GPO
- Schmeckebier, L. F. and Ray B. Eastin: Government Publications and Their Use
- Selected United States Government Publications
- White, A. Sandri: Thirty Million Books in Stock: Everyone's Guide to U.S. Government Publications

STAFF TRAINING FOR INTERVIEWING. Project staff were given an orientation session and training before their assignments to visit agencies. A sample "kit" of materials was developed for their reference. This kit included the following: an example of a potential conversational narrative for their initial visits with agency personnel; an explanation of the criteria for materials sought, the list of sources for them to follow up and contact; the form which they were to fill out when interviewing agency personnel; the form which would be used by annotators once materials were received; and examples of potential annotations for citations to help them concretely describe the eventual results of the project to individuals interviewed. Exhibit 4.2 is a sample of the form used to record information when interviewing agency personnel.

PROCEDURES FOR CONTACT WITH THE SOURCES. The HRM Project Director made initial contact with the highest person in command within the particular level and area within the agency from which cooperation was desired. Starting at the top of the particular organization proved to be most useful in gaining the authority and cooperation needed to contact the many individuals throughout a given department, office, agency, or clearinghouse. During this initial telephone conversation, the purpose of the project and its intended products were explained. A follow-up visit to the same individual was then made to more clearly lay out the materials sought and to identify those particular individuals at the source who could be helpful to HRM in accessing the materials.

At the initial interview with the individuals designated as key contacts, HRM explained the project and provided examples of materials from the 1971 Listing and a starter list of key words to be used in the current search. As many follow-up visits as necessary to obtain and/or review the materials were made to the agencies.

TIME REQUIRED FOR COLLECTION OF MATERIALS. The time required to contact the various agencies and organizations was consistent with that projected. This was expected to be quite extensive and to depend on how broad a coverage of materials was sought as well as how many federal organizations per subject or program area would be contacted. Preliminary information on sources was gathered from the onset of the project. Thus, many contacts were made to those high in command of organizations while the Advisory Group was being formed and the Draft Listing Plan developed. By the time the Listing Plan was approved, all the initial contacts with potential sources had been made, permission received to progress, and the actual staff persons to be worked with were now identified in many agencies. This phase of the process covered approximately four calendar months. Of course, much was also learned during this time about the kinds of materials that might be available in some of the sources as well as what the logical strengths and constraints might be.

An intensive effort was made over a three-month period by HRM staff members to interview personnel in as many agencies as possible and collect the materials. Since the organizations selected were those with readily available materials, the time to actually have the materials in hand was vey short. In many cases, staff members were able to leave the interviews with boxes of materials. In other situations, the materials were packaged and mailed to HRM within several weeks of the interviews.

COOPERATION OF FEDERAL PERSONNEL. Based on HRM staff's previous experiences with federal personnel as well as input from the director of the 1971 Listings project, we expected excellent cooperation from the individuals to be contacted at various federal organizations. This proved to be correct. Not only were federal personnel generous in giving us time for interviews to obtain information about

EXHIBIT 4.2

SOURCE CONTACT SHEET

(These forms are to be used as reminders of items to be covered when interviewing federal agency personnel.)

Date(s): ____________ ☐ Telephone
____________ ☐ Person-to-Person
____________ ☐ Letter

Contact Person(s): ____________
____
____

Source: ____________
____
____

Address: ____________
____
____
____
____

Telephone(s): ____________

Purpose of Contact(s):

☐ inform of project, determine if real source of materials
☐ identify materials
☐ obtain materials
☐ annotate materials on site

EXHIBIT 4.2

Agency involvement with materials:

________ conduct training activities

____

________ develop federal training or reference publications

____

________ use federal training or reference publications

____

________ clearinghouse for ____________________________

____

____

________ library for ________________________________

____

____

________ publications office

________ communications office

________ other ____________________________________

____

____

____

____

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EXHIBIT 4.2

Description of curriculum-instructional materials identified:

PRINT:	Vocational Education	Agriculture/Agribusiness	Distributive Education	Technical Education	Trades and Industry	Health Occupations	Home Economics	Office Occupations	Career Education	Older Americans	Aging	Displaced Homemakers	Consumer Education	Youth Employment	CETA Training	Manpower Training	Adult Basic Education	Disadvantaged	Handicapped
Periodicals																			
Catalog																			
Index																			
Guidebook																			
Workbook																			
Programmed text																			
Reference book																			
Text book																			
Pamphlet																			
Bibliography																			
Other																			
NON-PRINT:																			
Poster																			
Charts																			
Transparencies																			
Audiotapes																			
Records																			
Films																			
8 mm																			
16 mm																			
Filmstrips																			
Cassettes																			
Videotapes																			
Slides																			
Other																			

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EXHIBIT 4.2

Cooperation level	________	________	________
	high	medium	low

Comments: ____

____

____

Operational details concerning access to materials.

Availability of Publications:

Limited availability ________ Source ____________________

Readily available to public ________ Source ____________________

Availability of materials:

Approximate quantity (________)

Approximate cost (________)

Shipping cost (________)

Other instructional materials identified for future consideration:

____

____

____

____

____

____

____

____

____

____

____

____

EXHIBIT 4.2

Agency Abstract: ______

Ordering Information: ______

Agency Codes: ______

Comments: ______

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EXHIBIT 4.2

Comments, continued: ______________________________

how to identify and obtain their materials, many went so far as to give us several person-days of their time to help us select and obtain the materials. The following individuals are exemplary of those who were exceedingly helpful and generous with their time:

Lilly Vincent, U.S. Department of Agriculture

Linda Redmond, National Library Service for the Blind and Handicapped, Library of Congress

George Caldwell, Library of Congress

Connie Carter, Library of Congress

John Feulner, National Referral Center, Library of Congress

Frank Bryars, Education Resources Informational Center (ERIC)

Nancy Nols, Consumer Information Resource Network, Department of Education

Bill Barrett, Deputy Superintendent, Government Printing Office

NUMBER OF AGENCIES AND PEOPLE INTERVIEWED. Approximately fifty-nine potential sources of materials were submitted to the Office of Vocational and Adult Education in the Listing Plan. By the time implementation of the plan was effected, over one hundred twenty federal organizations had been contacted and were deemed to be real sources of materials. Several hundred personnel in approximately ninety-two different federal organizations were interviewed and available materials were collected from them. Without project budgetary and time constraints, the collection process could have been endless since there are hundreds of federal organizations, including the agencies and clearinghouses, which staff people full time year after year to prepare, process and distribute the types of materials sought by this project. Thus, the number of personnel interviewed in the agencies and the amount of material collected reflect what was possible within the project framework, and are not exhaustive. Exhibit 4.3 is a list of those federal organizations from which materials were collected, reviewed, and annotated.

TYPES OF SOURCES USED. Of the various federal organizations used as sources of materials, seventeen had material which cut across most vocational program areas and special interest groups as well as across most federal agencies. These included the Government Printing Office, the National Audiovisual Center, the Library of Congress, ERIC, the Consumer Education Resource Network, and the National Technical Information Service. These organizations collect, review, and distribute materials across a wide range of subject areas from as many government agencies as possible.

Nineteen organizations contacted are responsible for the development, collection or distribution of materials covering a large range of subject matter within a given department of the Federal Government. These organizations included offices of communications, information, public affairs, printing or publication specific to federal departments or agencies. Examples of these would be the extensive materials made available by the Department of Labor's three publication offices or by the Department of Agriculture's Office of Communication and Consumer Information.

Fifty-six agencies with specific programmatic focus, and thus materials limited to their subject areas, were contacted for materials. Examples of these agencies are the Soil Conservation Service of the Department of Agriculture, U.S. Fish and Wildlife Service of the Department of Interior, the Job Corps program of the Department of Labor, the Federal Highway Administration of the Department of Transportation, and the Federal Employment for Disadvantaged Youth Division of the Office of Personnel Management.

OVERVIEW OF THE SOURCES. In the following sections we will discuss some of the major sources used.

THE GOVERNMENT PRINTING OFFICE (GPO). Each year the departments, offices and agencies of the Federal Government which prepare and release tens of thousands of publications are required by law to send two copies of each of these publications to the GPO for advertisement and distribution. These publications range from small pamphlets to multi-volume reports and

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EXHIBIT 4.3

Partial Listing of Sources Used

1. **Libraries, Clearinghouses**

Library of Congress
- National Library Service for the Blind and Physically Handicapped
- General Reference - Education
- Science and Technical Reports Division
- Computer Services
- National Referral Center
- Congressional Research Service

HEW
- National Health Planning Information Center
- Health Information Clearinghouse
- Education Resources Informational Center (ERIC)
- Consumer Education Resource Network

General Services Administration
- National Audio-Visual Center
- Federal Information Center
- Consumer Information Center

Government Printing Office
- Office of the Superintendent
- Government Publications - Sales and Distribution
- Depository Libraries for Government Publications

Department of Energy
- National Energy Information Center

2. **Executive Departments**

Department of Agriculture
- Office of Communication, Consumer Information
- Forest Service, Office of Information
- Publications Office
- Soil Conservation Service
- Science and Education Administration
- Agriculture Stabilization and Conservation
- Foreign Agriculture Service
- Food and Nutrition Service
- Food Safety and Quality Service
- Agriculture Marketing Service
- Animal and Plant Health Inspection Service
- Personnel
- F N Information Center
- Agricultural Research Service
- Economic Research Service
- Economics, Statistics and Cooperative Service
- Farmers Cooperative Service

EXHIBIT 4.3

Department of Commerce
- National Technical Information Service
- National Bureau of Standards - Office of Information
- Publications Office

Department of Energy
- Education Programs Division - Vocational/Technical Materials

Department of Health, Education and Welfare
- Associated Health Professions, Bureau of Health Professions
- Office of Publications
- HEW Library

Department of Interior
- National Parks
- Geological Survey
- Historic Conservation
- Land Management
- U.S. Fish and Wildlife Services
- Indian Affairs
- Bureau of Reclamation
- Bureau of Mines
- Printing and Publications Office

Department of Justice
- Law Enforcement Assistance Administration, National Criminal Justice Service

Department of Labor
- Employment Training Administration
- Publications Office
- Apprenticeship and Training
- Comprehensive Employment Development
- Community Employment
- National Programs
- Indian and Native American
- Work Incentive
- Youth Programs
- Job Corps
- Bureau of Labor Statistics
- Women's Bureau
- Office of Publications/Information
- National Industry Promotion

Department of Transportation
- National Highway Traffic Safety Administration
- Federal Aviation Administration
- Federal Highway Administration
- Office of Administrative Operations, Library Services Division
- Office of Public Affairs
- Urban Mass Transportation Administration
- Research and Special Programs Administration

President's Committee on Employment of the Handicapped

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EXHIBIT 4.3

3. Independent Agencies

ACTION
- Peace Corps
- Director of Communications

Commission on Civil Rights
- Director of Public Affairs

Environmental Protection Agency
- Office of Public Awareness
- Publications Office

General Services Administration
- Division of Training and Education, Federal Protective Service
- Publications Office

National Aeronautics and Space Administration
- Administrative Services Division
- Communications Services Branch

Office of Personnel Management
- Education Technology Office
- Federal Employment for Disadvantaged Youth
- Communications and Office Skills Division
- Training Leadership

Federal Employment for the Handicapped

Small Business Administration

Veterans Administration

United States Postal Service
- Employee and Labor Relations
- Career Development Division
- Personnel Division
- Management Academy
- Printing Division

Water Resources Council

abstracts. Some are available free and some are for sale. Even though not all agencies send two copies of every single publication they develop, GPO has a multitude of material to distribute and/or sell. For example, in fiscal year 1978, the Government Printing Office's Main Production Department and six field printing plants printed government publications at a cost of $1 80 million with $60 million for various federal agencies. This printing of material was above that printed by many agencies themselves. Many of the more popular federal publications are printed and sold through the Sales Program administered by GPO for the public. Approximately 25,000 different titles are on sale on a continuing basis for domestic and foreign customers. The 25,000 titles break down into subscriptions and publications. A subscription provides the subscriber with a number of issues during a stated period of time. A publication identifies a single book, set, report, pamphlet, map or form.

At present, GPO does not publish a single hardcopy catalog listing of the titles available for sale. Most of the titles appear in one or more of the 270 Subject Bibliographies which are made available free of charge. Exhibit 4.5 lists forty-nine bibliographies which we found helpful in identifying materials for this project.

GPO also offers for sale over 400 different periodicals and basic manuals with supplementary material. Each of the available subscriptions is catalogued in Government Periodicals and Subscription Services, Price List 36. This list can be obtained free. HRM project staff reviewed this list and selected those periodicals and manuals appropriate for inclusion in the Listings.

Each month the Library and Statutory Distribution Service of GPO assembles between 1,500 and 3,000 new publication entries to produce the MONTHLY CATALOG OF U.S. GOVERNMENT PUBLICATIONS. Entries are arranged by the Superintendent of Documents classification number and contain four indexes: author, title, subject and series report. This Distribution Service also publishes cumulative indexes every six months, an annual serial supplement, and a cumulative index every 5 years. The most recent volumes of these publications were reviewed for items.

All of the publications referred to so far were most helpful to project staff in identifying and locating some of the materials annotated in the Listings. In fact, these publications included far more relevant material than we would have been able to annotate. Thus, only the material which most obviously met our criteria was selected for review.

GPO also maintains a computer search capability. This GPO Sales Publications Reference File (PRF) is available in 48X microfiche which can be read on a microfiche reader with reductions ranging from 24X to 48X. It is issued bimonthly and is sold by subscription at $50.00 per year domestically. We did not find this resource a reasonable one to use within the framework of the project. To access the titles from this computer list alone would have taken months of staff time because very specific occupational titles and other very specific "buzz" search words would have to be used. The system is not sufficiently cross-indexed at this point to make it a viable and efficient mechanism for our purposes.

THE LIBRARY OF CONGRESS. The Library of Congress has at least three services which would be most helpful to someone completing activities similar to ours. We were able only to use three of these services. The first service is the Library's computerized system. Most of the Library's holdings, which include as many as 100,000 government publications made available to the Library from various federal agencies, are recorded into the computer system. Library staff spent several days of their time completing a search for us. The search turned up many items which were curriculum resource materials for vocational education but these materials were mostly British in origin or were developed before the 1975 limiting date within our criteria.

THE NATIONAL REFERRAL CENTER in the Library of Congress is a free referral service which uses a subject-indexed, computerized file of 13,000 organizations, called "information resources" by the center. A description of each resource includes its special fields of interest and the types of information service it is willing to provide. The referral center is not equipped to furnish answers to specific questions or to

EXHIBIT 4.5

GPO SUBJECT BIBLIOGRAPHIES USED

ACTION Publications
Adult Education
Aging
Agricultural Research, Statistics, and Economic Reports
Agriculture Yearbooks
Business and Business Management
Census of Agriculture
Census of Business
Census of Manufacturers
Directories and Lists of Persons and Organizations
Educational Statistics
Elementary Education
Energy Conservation and Resources
Environmental Education and Protection
Federal Government
Financial Aid for Students
Food and Health
Foreign Investments
Grants and Awards
Handicapped
Hearing and Hearing Disability
Higher Education
Housing, Urban and Rural Development
Intergovernment Relations
Job Grading Standards
Juvenile Delinquency
Marketing Research
Minorities
NASA Educational Publications
National Science Foundation Publications
Naval Personnel Bureau and Naval Education and Training Publications
Personnel Management, Guidance and Counseling
Posters, Charts, Picture Sets, and Decals
Reading
Retirement
School Administration, Buildings and Equipment
Science Experiments and Projects
Secondary Education
Social Security
Social Welfare and Services
Statistical Publications
Stenography, Typing and Writing
Teachers and Teaching Methods
Women

provide bibliographic assistance. Instead, its purpose is to direct those who have questions to resources that have the information and are willing to share it with others. This includes not only traditional sources of information such as technical libraries, information and documentation centers, and abstracting and indexing services, but also such sources as professional societies, university research bureaus and institutes, federal and state agencies, hobby groups, and grassroots citizens organizations. The criterion for registering an organization is not its size but its ability and willingness to provide information to others on a reasonable basis.

HRM staff found the Referral Center a valuable mechanism for ensuring that our selection of federal sources was thorough and the most appropriate in terms of our needs.

NATIONAL LIBRARY SERVICE FOR THE BLIND AND PHYSICALLY HANDICAPPED (NLS). A free national library program of braille and recorded materials for blind and physically handicapped persons is administered by the NLS of the Library of Congress. With the cooperation of authors and publishers who grant permission to use copyrighted works, NLS selects and produces full-length books, magazines and other materials in braille and on recorded disk and cassette. Reading materials are distributed to a cooperating network of fifty-six regional and more than one hundred subregional (local) libraries where they are circulated to eligible borrowers. Reading materials are sent to borrowers and returned to libraries by postage-free mail. Anyone who is unable to read or use standard printed materials as a result of temporary or permanent visual or physical limitations may receive service.

Linda Redmond of NLS spent several days of her time searching the NLS computer data base to assist us in identifying materials appropriate for this project. Once again, we found NLS to be a source with more materials than we could annotate. We were very surprised at how many federally-produced publications related to vocational education the NLS had acquired and transformed to the braille or recorded forms. For example, numerous Department of Agriculture publications had been processed this way.

THE NATIONAL AUDIOVISUAL CENTER (NAC). The National Audiovisual Center of the General Services Administration has thousands of motion pictures, film strips, slide sets, and video and audio tapes which it makes avaialble to schools, educational, civic, and community groups on a sale, rental, or free distribution basis, depending on the particular film. The range of subject matter includes training, vocational, educational, documentary, and military films, made for and by Government agencies. HRM staff was pleased to learn that the NAC has many materials which are specific to vocational program and occupational areas listed in our criteria. Diana Wade arranged for the NAC's computer staff to run a very thorough search using key words in our list as well as the NAC's access list. This search turned up many good materials which were annotated and included in the Listings.

CONSUMER EDUCATION NETWORKS. Many government agencies now have consumer education branches which are responsible for making the public aware of relevant and useful consumer information developed through the program offices. These branches publish catalogues which are widely distributed through federal facilities and private nonprofit organizations. There is material which is technical in nature but written for the consumer which covers almost all the special subject categories for which HRM staff sought material.

Some of the consumer offices which were most helpful were the Consumer Information Program Office of the General Services Administration, the Office of Communication and Consumer Information in the Department of Agriculture and the Consumer Education Resource Network (CERN) of the former HEW. CERN has incorporated items into a computerized retrieval system which became operational in 1980. These systems will be an excellent source for vocational educators in the future.

OTHER LARGE DATA BASES. There are a number of large data bases which now contain many references to materials which vocational educators would find useful. Apparently, these data bases previously did not contain useful vocational education materials. The materials were too technical and "researchy" in nature.

More recently, though, vocational curriculum and instructional materials have been keyed into these systems. HRM staff were able to include some of the materials from these systems, but the amount of appropriate materials in these systems would take years to incorporate into the Listings. Also, vocational educators are aware of some of these systems and make use of them already. These systems include the following:

MEDLARS, the computerized literature retrieval services of the National Library of Medicine

Educational Resources Information Center (ERIC), a national information system supported and operated by the National Institute of Education now within the new Department of Education

The National Technical Information Service (NTIS), the central point in the United States for the public sale of government-funded research and development reports and other analyses prepared by federal agencies, their contractors, or grantees. Administratively located within the Department of Commerce.

PUBLICATION OFFICES. Many federal agencies have publication offices which are excellent sources of reference materials for voacational educators. In most cases, when material is not available from these offices due to an exhausted supply, the material can be obtained from another source such as the Government Printing Office or the National Technical Information Service. These publication offices sometimes serve entire departments such as the 1979 Publication Catalog of the U.S. Department of Health, Education and Welfare. In other cases, the publication office may be specific to a given federal program office, such as the Bureau of Mines Publications and Articles in the Department of the Interior. The Department of Labor has three offices which should be primary sources of materials for vocational educators. These are the publication office of the Employment Training Administration, the Information Office of the Bureau of Labor Statistics and the Publications Offices of the Employment Standards Administration.

PROGRAM OFFICES. In some instances, the program offices of federal agencies print and distribute their own materials. This seems to be least true in those offices which are curriculum and instructional branches of agencies. These curriculum branches although mandated by law to support the development of curriculum materials seem to be appropriated the least amount of money for printing such materials once they are developed. Thus, a few single copies of curriculum materials may sit in government agencies or the offices of the developing contractors, but are generally not available to the public. This was also a finding of the developers in the 1971 listings. Unfortunately, this dilemma remains for many curriculum offices and branches.

Chapter Five:
PROCESSING OF MATERIALS

As a result of the selection and collection of materials, HRM staff identified over 5,000 curriculum and informational materials which are available from Federal Government Departments, Agencies, and Offices. However, some of these materials consisted of listings and bibliographies. Therefore, the actual number of individual items which are available is far greater than the number of which HRM staff obtained actual copies. Because of time limitations and the unavailability of some materials, HRM staff reviewed, annotated, keyed into the word processor and corrected 1,146 items. After necessary deletions were made, approximately 1,085 individual citations remain. The total number of citations appearing in the booklets is greater due to the cross coding, thus causing an individual citation to be listed under several subject areas. These listings are by no means exhaustive though it is hoped that they constitute a comprehensive sample of the vast quantity of available materials.

Because of such an overwhelming supply of materials, an organized assessment method was essential. One of the references which proved valuable in the development of such a method was A Systematic Approach to Evaluating Career Education Materials at the Local Level. This document was also employed in identifying and classifying materials and in determining their usefulness. This chapter will discuss the development of a system for processing materials, steps in the processing of materials, and citation development and format.

DEVELOPMENT OF SYSTEM FOR PROCESSING MATERIALS. A number of basic components of the processing system had to be developed and put into place before individual curriculum and instructional items could be reviewed. The first basic component to be developed was a classification schema for organizing the materials. The following materials were helpful in the development of the schema:

- A Taxonomy of Instructional Programs in Higher Education (Western Interstate Commission on Higher Education for Department of Education)
- A Taxonomy of Instructional Programs (National Center for Higher Education Management Systems for the National Center for Educational Statistics)
- Standard Terminology for Curriculum and Instruction in Local and State School Systems, Handbook VI (prepared by the National Center for Educational Statistics)
- A Classification of Educational Subject Matter, Handbook XI (prepared by the National Center for Educational Statistics)
- A comparison of HEGIS with the New Instructional Programs Taxonomy (obtained from the National Center for Educational Statistics)

As discussed previously in Chapter 3 under Classification and Coding System, one hundred forty-three areas under which materials could be grouped were developed. A filing system which would maintain completed citation forms according to these subject areas was set up. (This was accomplished by creating a separate file for each subject area.) After a citation was written for an item, the citation form could be maintained on file until all items in that file were ready for input into the automatic retrieval system.

The following three files were also set up and assisted in a smooth operation of the system:

> Title Card File. A Title Card File was set up so that each item could be recorded upon receipt by its title. Therefore, if more than one copy of an item was received, the item would be annotated only once since each item was checked against the Title Card File before it was reviewed and/or annotated. (The accesssion number of the item was also recorded on the title card.)

Source Card File. An index card file in which staff could record the source from which each item could be ordered was developed as materials were reviewed and annotated. Later, staff would compile these separate cards into the Source and Ordering Information section which appears in each booklet. The information on each card included an acronym code developed for that source, the exact name and address of the sources, and pertinent information on how to order from that source.

Publishers Card File. An index card file on publishers was developed to ensure that references to the same publisher in different citations were consistent in how that publisher's name was cited.

Automatic Retrieval System. Another component which was very important to the efficient grouping of citations into subject areas was the development of an Automatic Retrieval System. HRM used a word processor with the capability to store individual citations and then group ("sort") them into the one hundred forty-three subject areas. Each of the one hundred forty-three subject areas was given a numerical classification code. Once the materials were reviewed and a decision was made as to which subject area or areas the item belonged to, the corresponding classification codes were written onto the citation forms. Later, when an entire citation was keyed into the word processor, the classification code was also keyed in. This system allowed a citation for an individual item to be drawn from the system for review, correction or revision, and yet, provided a mechanism for automatic grouping of the citations into as many subject/citation groupings as was desired at any point in time.

Tape Code System for GPO printing. Another coding system which had to be developed was one which would indicate to the automatic GPO printer which sizes and styles of print to use and how to space the materials. This coding system was developed by GPO, given to HRM staff and keyed into each individual citation file in the word processor.

STEPS IN THE PROCESSING OF MATERIALS. This section outlines the general steps in the review and preparation of materials for inclusion in the listings. A chart showing these steps can be seen in Exhibit 5.1.

1. When materials were received, they were placed within general subject and agency categories before initial screening.

2. Each item was initially screened to determine if it fit most of the selection criteria. The title of the item was checked against the Title Card File to ensure that the same item had not been processed previously.

3. An accession number was assigned to the item and written both on the title card for the item and in the notebook on receipt of items. As each item was received, it was numbered sequentially.

4. Using the selection criteria discussed previously, the item was reviewed and classified into the appropriate vocational subject/program areas and/or special group areas. Classification numbers were thus placed on the processing form for each item. These classification numbers would later allow the automatic retrieval system to sort individual entries (items) into subject groupings for the final booklets.

5. The necessary bibliographic information was extracted from the item and a description (annotation) of the item was written. This step will be discussed in more detail under Development and Format of Citations.

6. The item was placed into the classification system file with other items which would appear in the booklets under the same subject heading.

7. The code(s) which would allow the automatic retrieval system to "group" the items under the same heading was/were placed on each item within a classification grouping.

8. The citation which was written for each item was keyed into the automatic retrieval system.

9. Printouts of the citations were proofed individually for accuracy.

10. Corrections and revisions were made to the citations once they were entered into the automatic retrieval system.

11. Printouts of the citations were reviewed by HRM staff, GPO staff and other federal organization personnel to verify current availability of the items.

12. The items were then sorted by the automatic retrieval system from the individual citation files into subject groupings for the booklets according to the organizational schema approved by ED.

13. A computer tape was then generated from the disks which stored the subject sorts.

14. The computer tape was submitted to GPO.

15. GPO ran the tape and provided HRM staff with camera ready proofs of the sorts which the staff reviewed and corrected. GPO then revised and corrected the camera ready copies.

16. The camera ready copies from GPO were then submitted to the ED printing officer along with other camera ready copy of upfront text for the booklets which were prepared by the graphics staff engaged for the project.

DEVELOPMENT AND FORMAT OF CITATIONS. In developing the citation format, several styles were considered and exhibited in the Draft Listing Plan. These styles appear in this report as Exhibits 5.2, 5.3, 5.4 and 5.5. In selecting a format, it was the intention of HRM staff and the Advisory Group to provide one which was clear and readable. In addition, every effort was made to provide format flexibility and thoroughness in the information provided. Exhibit 5.6 presents examples of the basic format which was selected. This basic format was altered slightly to accomodate series entries.

The title of the series and other information common to all its volumes are contained in the bibliographical information section. Following the source section, individual entries for each volume are listed. This eliminated the repetition of common information such as the series title each time an individual volume is cited; and yet it allows each individual title to be cited and identified as part of a series.

Each citation entry is composed of three main sections: Bibliographical Information Section, Source Information, and an Annotation. These sections are detailed below.

BIBLIOGRAPHICAL INFORMATION SECTION. As a minimum, all citations include a title and the federal sponsor and/or publisher (citations for the audiovisual materials produced by the General Services Administration, National AudioVisual Center are exceptions). Federal sponsor and publisher information was omitted to allow for a thorough description of the audiovisual materials. However, in most cases, additional information such as publication number, type of material, personal author, pagination and/or price were available and thus were cited. Furthermore, some citations do contain all nine components which are listed below.

The following components made up the Bibliographical Information Section:

Title. This section includes the official name of the materials.

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EXHIBIT 5.1

STEPS IN THE PROCESSING OF MATERIALS

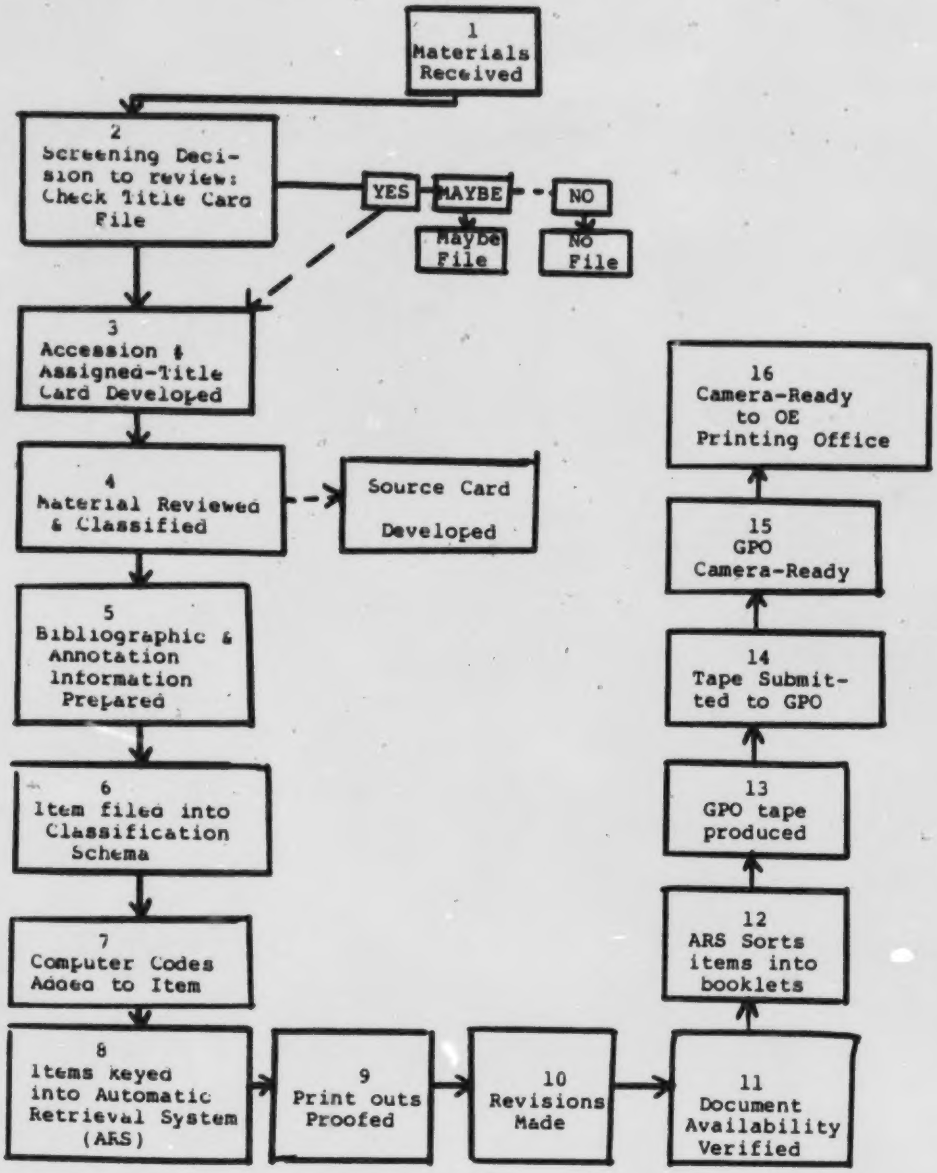

1 Materials Received
2 Screening Decision to review: Check Title Card File
YES
MAYBE
NO
Maybe File
No File
3 Accession & Assigned-Title Card Developed
4 Material Reviewed & Classified
Source Card Developed
5 Bibliographic & Annotation Information Prepared
6 Item filed into Classification Schema
7 Computer Codes Added to Item
8 Items keyed into Automatic Retrieval System (ARS)
9 Print outs Proofed
10 Revisions Made
11 Document Availability Verified
12 ARS Sorts items into booklets
13 GPO tape produced
14 Tape Submitted to GPO
15 GPO Camera-Ready
16 Camera-Ready to OE Printing Office

EXHIBIT 5.2

Possible Citation Formats

Example A:

Clothing and Textiles[1]: 09.0103[2]

Learning to Sew. Part I[3]. 156 pp.[4] 06/70[5] Fuzzy, Mary.[6] HEW/BEH.[7] Workbook.[8] Used with deaf or mildly retarded.[9] (S)[10] Relevant to: Clothing and Textiles (09.0103), Auditory (19.020101).[11] Content: Good Tools, Points for Beginners, Measurements, Basting Stiches, Basic Hand Stiches.[12] GPO,[13] 0100-0008,[14] $0.75 per booklet.[15]

This material is a series of units with learning objectives, information and student assignments. Excellent visuals which may be used as transparency masters. Achievement tests given for material.[16]

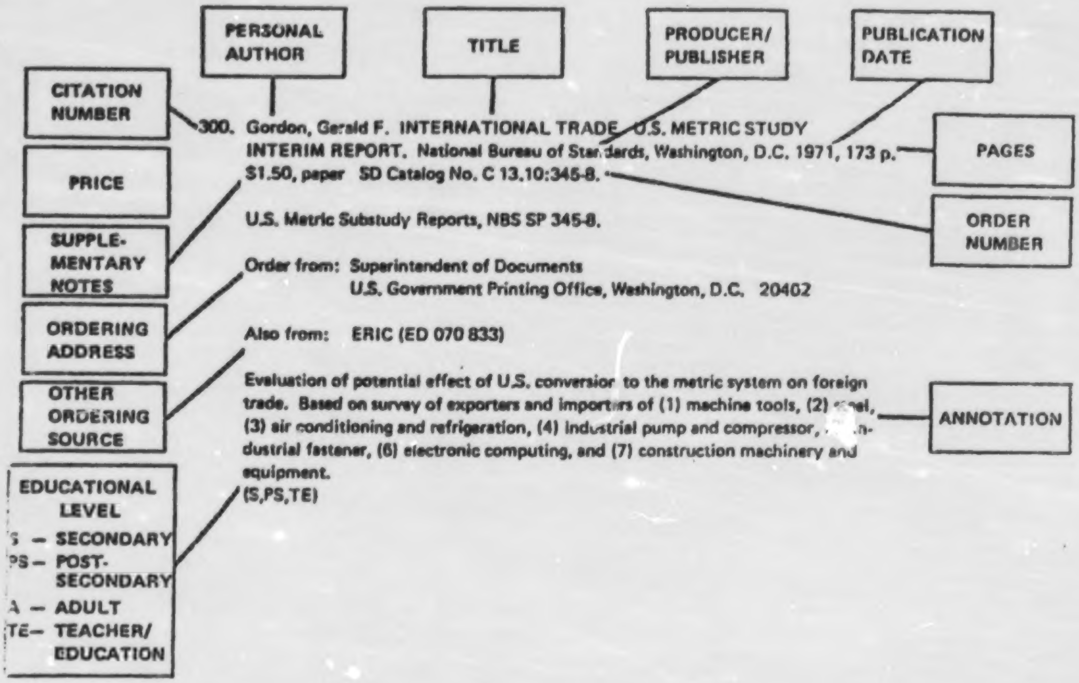
Key to Example A:

1. Instructional program area subheading.
2. Code. 3. Title. 4. Number of pages.
5. Date 6. Personal author, if available
7. Agency sponsor 8. Type of material
9. Potential use of the material
10. Educational level intended - S: Secondary; PS: Post-secondary; A: Adult; TE: Teacher Education.
11. A statement as to the instructional areas or programs to which this material has been classified.
12. Major subject terms contained within the contents.
13. Source(s) from which material may be obtained or further inquiry made.
14. Order number 15. Cost
16. Concise narrative which describes the instructional material, including any special aspects.

EXHIBIT 5.3

Possible Citation Formats

Example B:



300. Gordon, Gerald F. INTERNATIONAL TRADE U.S. METRIC STUDY INTERIM REPORT. National Bureau of Standards, Washington, D.C. 1971, 173 p. $1.50, paper SD Catalog No. C 13.10:345-8.

U.S. Metric Substudy Reports, NBS SP 345-8.

Order from: Superintendent of Documents
U.S. Government Printing Office, Washington, D.C. 20402

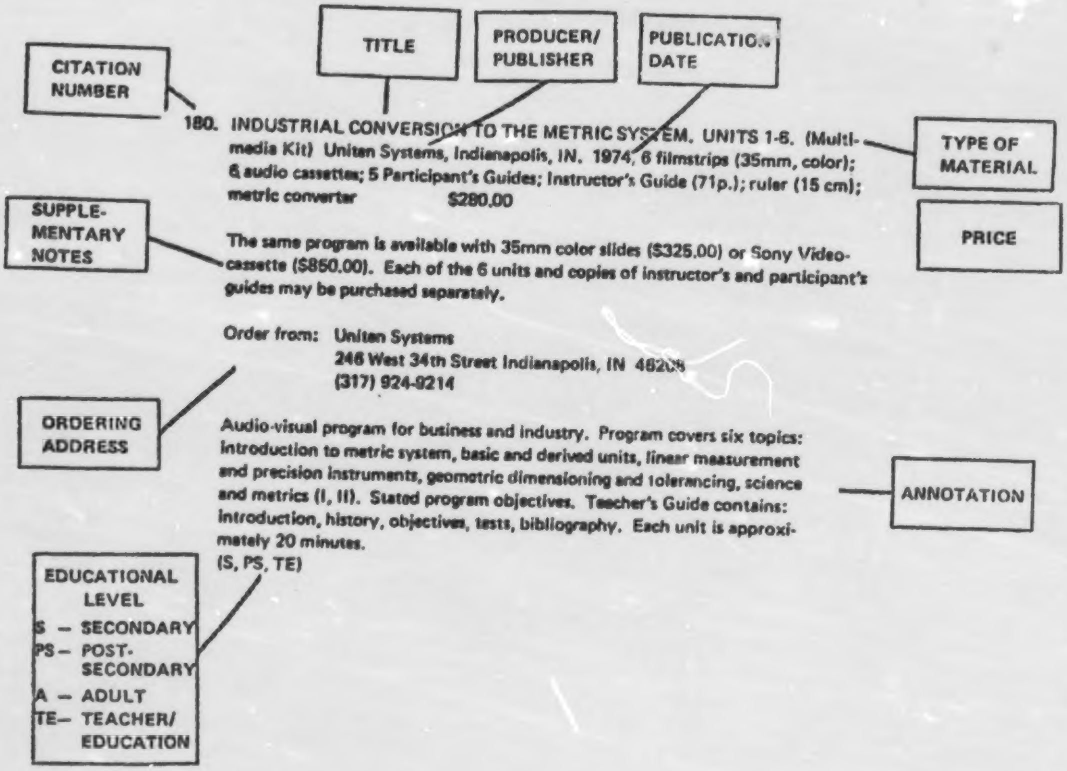
Also from: ERIC (ED 070 833)

Evaluation of potential effect of U.S. conversion to the metric system on foreign trade. Based on survey of exporters and importers of (1) machine tools, (2) steel, (3) air conditioning and refrigeration, (4) industrial pump and compressor, (5) industrial fastener, (6) electronic computing, and (7) construction machinery and equipment.
(S,PS,TE)

EXHIBIT 5.4

Possible Citation Formats

Example C:



180. INDUSTRIAL CONVERSION TO THE METRIC SYSTEM. UNITS 1-6. (Multimedia Kit) Uniten Systems, Indianapolis, IN. 1974, 6 filmstrips (35mm, color); 6 audio cassettes; 5 Participant's Guides; Instructor's Guide (71p.); ruler (15 cm); metric converter $280.00

The same program is available with 35mm color slides ($325.00) or Sony Videocassette ($850.00). Each of the 6 units and copies of instructor's and participant's guides may be purchased separately.

Order from: Uniten Systems
246 West 34th Street Indianapolis, IN 48208
(317) 924-9214

Audio-visual program for business and industry. Program covers six topics: introduction to metric system, basic and derived units, linear measurement and precision instruments, geometric dimensioning and tolerancing, science and metrics (I, II). Stated program objectives. Teacher's Guide contains: introduction, history, objectives, tests, bibliography. Each unit is approximately 20 minutes.
(S, PS, TE)

EXHIBIT 5.5

Possible Citation Formats

EXAMPLE D:

```
BLUEPRINT READING AND SKETCHING.  1968, 157P.  (DEPT OF NAVY, BUREAU OF NAVAL PERSONNEL)
     TEXTBOOK WHICH MAY BE USED IN CURRICULUM DESIGN, TRAINING MANUAL PRESENTED ON A
       SECONDARY LEVEL.  ILLUSTRATIONS ARE INCLUDED.  SPECIAL ASPECTS INCLUDE--  RELATED
       EDUCATION: TECHNICAL.
     DOCUMENT CONTENTS INCLUDE:  BLUEPRINT READING, SKETCHING, PROJECTION, ELECTRICAL
       PRINTS, ELECTRONIC PRINTS, MACHINE DRAWINGS, PIPING PRINTS, SHEETMETAL DRAWINGS,
       STRUCTURAL DRAWINGS, ARCHITECTURAL DRAWINGS.  RELEVANT TO INSTRUCTION IN:    17.05.
     SOURCE:  GPO, 0847-0056, $1.25.
```

A. THE CITATION OF A DOCUMENT BEGINS AT THE LEFT-HAND MARGIN AND IS DIVIDED INTO SIX AREAS OF INFORMATION:

1. THE TITLE, DATE, NUMBER OF PAGES AND, WITHIN PARENTHESES, THE AUTHOR OR CORPORATE AUTHOR.

2. A BRIEF ANNOTATION OF THE TYPE OF DOCUMENT AND ITS POTENTIAL USE.

3. SPECIAL ASPECTS INCLUDE: THIS AREA IDENTIFIES INFORMATION OF SPECIAL INTEREST, IF PRESENT. (THIS CATEGORY IS NOT ALWAYS INCLUDED.)

4. DOCUMENT CONTENTS INCLUDE: THIS AREA LISTS THOSE MAJOR SUBJECT TERMS CONTAINED WITHIN THE CONTENTS OF THE DOCUMENT.

5. RELEVANT TO INSTRUCTION IN: A STATEMENT AS TO THE INSTRUCTIONAL AREAS OR PROGRAMS TO WHICH THE DOCUMENT HAS BEEN ASSIGNED. IN THE LISTING OF RELATED CAREER EDUCATION MATERIALS THIS STATEMENT IS OMITTED.

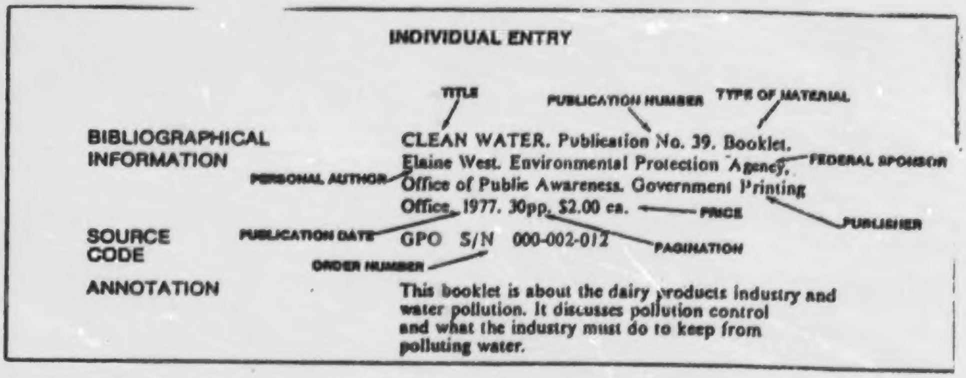
6. SOURCE: AN ABBREVIATION OF THE SOURCE FROM WHICH THE DOCUMENT MAY BE OBTAINED, THAT SOURCE'S CODE NUMBER FOR THE DOCUMENT (IF RELEVANT), AND THE PRICE OF THE DOCUMENT.

B. EXAMPLE:

1. BLUEPRINT READING AND SKETCHING, 1968, 157p. (DEPARTMENT OF NAVY, BUREAU OF NAVAL PERSONNEL).

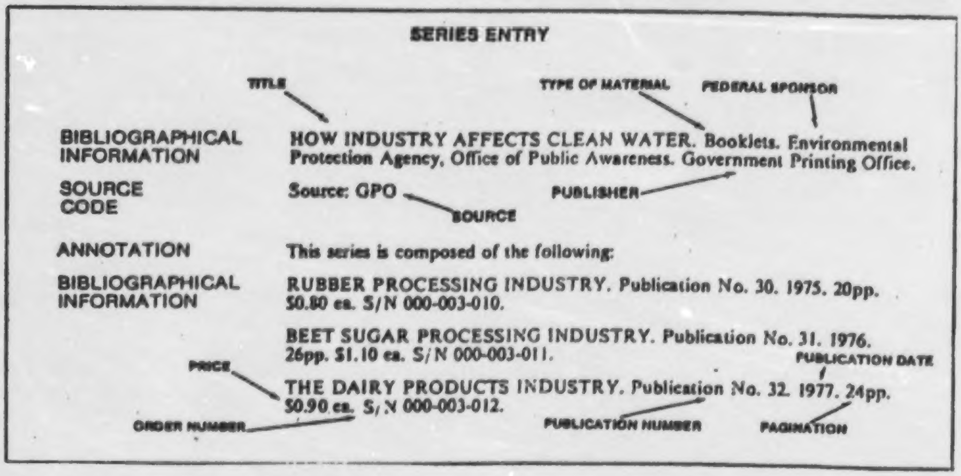
2. TEXTBOOK WHICH MAY BE USED IN CURRICULUM DESIGN, PRESENTED ON A SECONDARY LEVEL. ILLUSTRATIONS ARE INCLUDED. (TRAINING MANUAL)
3. SPECIAL ASPECTS INCLUDE: RELATED EDUCATION, TECHNICAL.
4. DOCUMENT CONTENTS INCLUDE: BLUEPRINT READING, SKETCHING, PROJECTION, ELECTRICAL PRINTS, ELECTRONIC PRINTS, MACHINE DRAWINGS, PIPING PRINTS, SHEETMETAL DRAWINGS, STRUCTURAL DRAWINGS, ARCHITECTURAL DRAWINGS.
5. RELEVANT TO INSTRUCTION IN: 17.05.
6. SOURCE: G.P.O., 0847-0056, $1.25.

EXHIBIT 5.6



INDIVIDUAL ENTRY

BIBLIOGRAPHICAL INFORMATION	CLEAN WATER. Publication No. 39. Booklet. Elaine West. Environmental Protection Agency, Office of Public Awareness. Government Printing Office, 1977. 30pp. $2.00 ea.
SOURCE CODE	GPO S/N 000-002-012
ANNOTATION	This booklet is about the dairy products industry and water pollution. It discusses pollution control and what the industry must do to keep from polluting water.



SERIES ENTRY

BIBLIOGRAPHICAL INFORMATION	HOW INDUSTRY AFFECTS CLEAN WATER. Booklets. Environmental Protection Agency, Office of Public Awareness. Government Printing Office.
SOURCE CODE	Source: GPO
ANNOTATION	This series is composed of the following:
BIBLIOGRAPHICAL INFORMATION	RUBBER PROCESSING INDUSTRY. Publication No. 30. 1975. 20pp. $0.80 ea. S/N 000-003-010. BEET SUGAR PROCESSING INDUSTRY. Publication No. 31. 1976. 26pp. $1.10 ea. S/N 000-003-011. THE DAIRY PRODUCTS INDUSTRY. Publication No. 32. 1977. 24pp. $0.90 ea. S/N 000-003-012.

Publication Number. In instances when the material contained a publication or a report number, it was included in this section.

Type of Material. If the materials could be easily identified by one of the categories which appears on the Type of Materials List, Exhibit 3.5, then this description would be included. However, some citations do appear in the listings which do not provide this information due to the fact that some materials have been cited from bibliographies.

Personal Author. The name(s) of up to three personal authors were cited if they were available.

Federal Sponsor. The federal agency which sponsored and/or prepared the materials has been listed as the sponsor. The actual name of the agency at the time of publication has been used and, whenever possible, the name of the department or agency and specific office within that department is listed.

Publisher. This section contains the name of the federal agency which published the material; in most cases the Government Printing Office. In a citation, two federal agencies are usually listed -- the first one is the federal sponsor and the second one is the publisher. In cases where the same agency sponsored and published the material, that agency will be mentioned only once.

Publication Date. Only materials which have been published or revised since 1975 are cited in the listings. The year of publication is provided and in a few instances the month and year of publication were available and were cited.

Pagination. Whenever possible pagination was provided in the citation to give an idea of the bulk of the material. In cases where leaves were unpaginated or not consecutively paginated, an approximation was provided. If the material contained illustrations, the page number was followed by the abbreviation "ill." for illustrated.

Price. Up-to-date price information was obtained and included for each citation. However, this type of information is not constant.

Source Information. This section provides a Source Code or Codes which give(s) the federal organization from which the material can be ordered and the appropriate stock or order numbers or letters. A Source Code List was developed employing commonly-used acronyms as codes for easy identification. It was assumed that most readers who are conversant with the Federal Government would recognize a familiar acronym such as HUD as a code for the U.S. Department of Housing and Urban Development. This was done in an effort to eliminate interruptions so that the reader would not have to refer constantly to another section. The Source and Ordering Information, however, does contain a list of the codes and the corresponding federal agencies. The United States Government Manual and A Reference List of Audiovisual Materials Produced by the United State Government were among the reference tools used in developing the source codes.

Annotation Section. This section provides explanatory notes detailing the intended users and use of the material. A general description of the material is often included. However, not all entries contain annotations as they were used only if they were necessary. For example, if a title did not reveal the contents of the material, an annotation stating the contents would have been included. On the other hand, if a title was self-explanatory, an annotation would not have been necessary.

Chapter Six:
ORGANIZATION AND COMPILATION OF THE LISTINGS

How to package the citations and what the other contents of the booklets might be were major questions addressed in the draft of the Listing Plan. HRM recommended that the final determination of the number of booklets, their exact organization, and even whether or not "booklets" was the desired packaging approach be made after two months of materials collection. We expected to have a clearer idea of how much material would be available for our selection and whether or not the amount of material would dictate inclusion of the material as a section of a booklet, or as an entire booklet.

There were at least four categories of materials which had to be organized:

- the citations for the seven vocational program areas,
- the citations for the special groups,
- the information on sources (agencies) and how to use them, and
- the other necessary information on how to use the listings.

PROPOSED OPTIONS. There were numerous options as to how to arrange, combine and separate the citations for the various vocational education and special group categories into booklets. Five options suggested in the draft Listing Plan were as follows:

1. One volume which includes the citations divided into three sections: (a) vocational program areas, (b) special interest groups, and (c) section on sources and how to use them (total: one listing, three sections)
2. One volume which has citations for the special interest groups integrated with the appropriate vocational education program areas with a separate section on sources (total: one listing, two sections)
3. One volume with the vocational program area citations, another separate volume with citations for the special groups and a third volume containing source information (total: three listings)
4. Separate volumes for each of the seven vocational program areas with two sections in the back of each volume: one section containing citations for special groups and another section containing citations on sources and how to use them (total: seven listings, three sections each))
5. Separate volumes for each of the vocational program areas with the citations for the special groups integrated into the categories to which they apply and a section in the back of each volume on sources (total: seven listings, two sections each) and
6. Separate volumes for each of the vocational program areas plus separate volumes for three of the special group areas for which there are many citations with both a section on the other special groups and on sources in the back of each volume (total: ten listings, three sections each).

The panel members were evenly split into three groups on how the listings should be organized. One group recommended that there be a listing for vocational program areas. Another group felt there should be a listing for special interest groups. A third group wanted a listing for sources only. The options listed above would respond to and not exclude any priority recommended by the panel.

The choice of the organization plan would not have to alter HRM's approach in surveying agencies for materials in the three categories (vocational areas, special groups, sources). Rather, material would be collected and all

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appropriate codes for each citation recorded. After all materials were collected (or the time for collection had been exhausted), the prepared citations could be examined to determine how many and what kind there were, and what this would say about the final organization.

FINAL ORGANIZATION INTO BOOKLETS. After materials were collected and annotated, the decision was made to have eight booklets. The seven vocational program areas would each constitute a booklet and the materials for the special group would constitute an eighth booklet. Thus, the final products of the project are eight booklets of annotated citations. The exact titles of the booklets are:

- Vocational Instructional Materials for Agriculture and Agribusiness Education Available from Federal Agencies
- Vocational Instructional Materials for Business and Office Education Available from Federal Agencies
- Vocational Instructional Materials for Vocational Home Economics Education Available from Federal Agencies
- Vocational Instructional Materials for Marketing and Distributive Education Available from Federal Agencies
- Vocational Instructional Materials for Allied Health Education Available from Federal Agencies
- Vocational Instructional Materials for Technical Education Available from Federal Agencies
- Vocational Instructional Materials for Trade and Industrial Education Available from Federal Agencies
- Vocational Instructional Materials for Special Needs Groups -- Handicapped, Disadvantaged, Older Americans, Youth Employment, Displaced Homemakers -- Education Available from Federal Agencies

Materials for Special Groups were placed both under the correct heading in the Special Groups booklet as well as under specific headings in the other booklets when the two overlapped. An example of this is the item "Building Environments for the Elderly and the Handicapped: A Selected Bibliography" which was placed under three categories. This item was printed under two areas in the Special Needs Groups booklet, the sections on "Older Americans" and on the "Handicapped," and under "Building and Construction" in the Trade and Industrial Education booklets. Thus, material was classified both under vocational education areas when specific to those areas and under the more general heading where it also belonged.

EXACT CONTENTS OF BOOKLETS. The final format and organization of the exact contents of each of the eight booklets are the same except for the citations which vary, of course, depending on the booklet. The contents of each booklet are:

- a front cover with the booklet title,
- an inside cover which lists all the booklet titles and the GPO stock numbers,
- a title page with the booklet title, the compiler's name (the HRM Project Director), and the name and address of the contractor (HRM),
- the back of the title page includes the contract number, the exact name of the funding agency and its placement within the Department of Education, and the standard disclaimer statement,
- an "Acknowledgements" page,
- a Table of Contents,
- an Introduction,
- a section on "How to Use This Listing,"
- a section containing "Source and Ordering Information,"

- the actual list of annotated citations for that particular program area and its subtopics,
- a listing of general reference materials for "Vocational Education,"
- a listing of general reference materials for "Career Education,"
- a GPO order form,
- a National Audiovisual Center order form, and
- a back cover.

The "Introduction" section in each booklet briefly describes the project. The "How to Use this Listing" section explains the individual components of a citation and lists the abbreviations used throughout the booklets. The "Source and Ordering Information" section describes how the items in the booklets can be ordered. The acronyms and the full names and addresses of the federal organizations from which the materials can be ordered are given along with brief descriptions of some of these sources.

In order that the booklets look like a "set," the cover design is the same and the booklets are printed in different colors to form a set.

Exhibit 6.1 contains those questions which were discussed by HRM staff and the Advisory Group in initial attempts to determine the exact organizational plan for the booklets.

Page 1 of 4

EXHIBIT 6.1

GROUP NO. 3 CHECKLIST

Format and Packaging

☐ (1) Is the overall organization of the listings of the seven vocational areas -- each constituting a booklet -- still appropriate?

☐ (2) If the answer to item 1 is yes, go on to item 3. If no, how should the vocational and other areas of listings be organized?

☐ (3) Are there additional categories for which listings should be prepared (other than the seven vocational areas)? If yes, what are they?

________________ ________________

________________ ________________

________________ ________________

☐ (4) Were new and emerging occupations identified in Group No. 1 discussion? If so, review these here and decide on exact titles suggested before proceeding to item 5.

________________ ________________

________________ ________________

☐ (5) Where should we place material related to the below listed categories? a) In a separate booklet under the general and subheadings of the instructional programs under the seven vocational areas? b) In a separate section in each of the booklets? c) or elsewhere, in some other specific section.

Category Placement (Circle one)

New Occupations:

________________ a b c ________________ (specify)

________________ a b c ________________ (specify)

________________ a b c ________________ (specify)

Page 2 of 4

EXHIBIT 6.1

Group No. 3 Checklist
Page Two - continued

(5) con't.

Category (con't.)	Placement
Emerging Occupations:	
____________________	a b c ____________ (specify)
____________________	a b c ____________ (specify)
____________________	a b c ____________ (specify)
Handicapped	a b c ____________ (specify)
Inner-city youth	a b c ____________ (specify)
Rural youth	a b c ____________ (specify)
Unemployed youth	a b c ____________ (specify)
Disadvantaged youth	a b c ____________ (specify)
Older Americans	a b c ____________ (specify)
Clientele of CETA programs	a b c ____________ (specify)
Career education	a b c ____________ (specify)

☐ (6) In item 5, make sure you have decided which categories are distinct and independent, requiring their own coding systems and which categories should be grouped together requiring only one coding system for that group.

Page 3 of 4

EXHIBIT 6.1

Group No. 3 Checklist
Page Three - continued

(6) con't.

Category	Independent or	Grouped with:
	(check and/or	specify)
New Occupations:		
______	☐	______
______	☐	______
______	☐	______
Emerging Occupations:		
______	☐	______
______	☐	______
______	☐	______
Handicapped	☐	______
Inner-city youth	☐	______
Rural youth	☐	______
Unemployed youth	☐	______
Disadvantaged youth	☐	______
Older Americans	☐	______
CETA clientele	☐	______

☐ (7) Should we include a Related Career Education section similar to the 1971 listings? ☐ Yes ☐ No

☐ (8) If no, why not? ______

☐ (9) If yes, what would our general headings be? Would they be the same as before, e.g., basic education, related education, guidance and counseling, teacher education, disadvantaged/handicapped/internal, disadvantaged/handicapped/external?

☐ (10) If you would have different headings than those in item 9, what would they be?

______ ______

______ ______

EXHIBIT 6.1

Group No. 3 Checklist
Page Four - continued

☐ (11) Where would you place the career education information?

☐ (12) What information should be included in the Introduction to each listing? Can it contain basically the same type of information as the 1971 listings? ☐ Yes ☐ No

☐ (13) If no in item 10, what should it include?

☐ (14) What information should be included in the How to Use This Listing section of each booklet? Can it contain basically the same type of information as the 1971 listings? ☐ Yes ☐ No

☐ (15) If no in item 12, what should it include?

☐ (16) What type of cross-referencing or indexing of materials is needed?

- ☐ Vocational Education Categories
- ☐ Educational Level Indexes
- ☐ Title Index
- ☐ Author Index
- ☐ Producing Agency Index
- ☐ Special Interest Groups Index
- ☐ Combination of above
- ☐ Others

(See exhibit 3-1 for examples.)

☐ (17) What is the most usable citation format for the listings? (See exhibit 3-2 for examples.)

Chapter 7:
AWARENESS BUILDING, PRINTING, AND DISTRIBUTION

One of the important objectives of this project was to create awareness that the final products would be annotated bibliographies useful to vocational education teachers in their search for relevant and updated curriculum and instructional materials. The mechanisms used to create this awareness were brochures effectively distributed to a captive audience. This chapter discusses the two brochures and their distribution as well as the printing and distribution of the booklets themselves.

Informational Leaflet. Ten thousand self-mailing information leaflets were printed and mailed. These leaflets described the project and its purpose, the contents of the booklets to be developed, and where to obtain further information. A detachable order form which could be used to request promotional brochures or free copies of the booklets themselves was a part of this information leaflet. Exhibit 7.1 is a copy of this leaflet.

During the last week of February and the first week of March the informational leaflets were distributed as follows:

1400	100 copies to each member of the project advisory group (14 members)
6000	1,000 copies to each of the six curriculum coordination centers with the suggestion that they disseminate copies to State Program Supervisors, Vocational Teacher Educators, and State Liaison Representatives
565	5 copies to each State Director of Vocational Education, Research Coordination Unit Director, and the NCRVE D & U Program (Dr. Norman Singer)
750	to USOE - Curriculum Development Branch
33	1 copy each to heads of national advisory and professional groups
8768	

Exhibit 7.2 provides a list of those individuals to whom the leaflets were mailed. Exhibit 7.3 is an example of the type of letter which accompanied the bulk mailing of these leaflets.

Exhibit 7.4 provides the mailing list for those individuals responding to the informational leaflets with requests for promotional brochures and/or copies of the booklets.

As a result of sending the informational leaflets to the heads of national advisory and professional groups, apparently a number of these individuals also placed articles in their professional journals about the upcoming booklets. Requests for promotional brochures and for copies of the booklets cited professional journals as the source. The American Home Economics Association was one of those which carried this information in a spring issue of their journal.

Eight hundred of the leaflets were distributed by Mr. Peter Labruzzo, Advisory Group member from the Tampa Skills Center. Mr. Labruzzo distributed these leaflets at the National Manpower Conference in Tucson, Arizona, April 20-25. He distributed the others to program supervisors in the Hillsborough County Public Schools. Many requests for copies of the final products were received from these individuals.

The response to these leaflets was excellent. Many individuals from the 50 states returned the detachable leaflets and requested promotional brochures in quantities from single to five

EXHIBIT 7.2

Curriculum Coordination Centers List
This copy finished on August 4, 1980
on Disk #58

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Northeast Curriculum
Coordination Center
Bureau of Occupational
Research
Division of Vocational
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Trenton, New Jersey 08625

Dr. James F. Shill, Director
Southeast Curriculum
Coordination Center
Mississippi State University
Research and Curriculum Unit
Drawer JW
Mississippi State, MS 39762

Ms Rebecca Douglass, Director
East Central Curriculum
Coordination Center
Professional and Curriculum
Development Unit
Department of Adult,
Vocational Technical
Education
100 North First Street
Springfield, Illinois 62777

Mr. Bob Patton, Director
Midwest Curriculum
Coordination Center
State Department of
Vocational and
Technical Education
1515 West 6th Avenue
Stillwater, Oklahoma 74074

Mr. William Daniels, Director
Northwest Curriculum
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Washington State Coordination
Council for Occupational
Education
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Olympia, Washington 98504

Dr. Lawrence Zane, Director
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EXHIBIT 7.2

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Metric Studies Center
American Institutes
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International Council for
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Black Child Development
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Opportunities
Industrialization
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EXHIBIT 7.3

March 6, 1980

Dr. Joseph Kelly, Director
Northeast Curriculum
Coordination Center
Bureau of Occupational
Research
Division of Vocational
Education
225 West State Street
Trenton, New Jersey 08625

Dear Dr. Kelly:

Human Resources Management, Inc. (HRM), and the Office of Education (OE) in HEW* request your assistance in creating awareness of a valuable set of vocational education materials readily available from federal agencies. Many agencies of the United States government develop a large body of curriculum and instructional material to train people for a wide range of employment opportunities. The Office of Education strives to effect broad use of these materials.

HRM surveyed over seventy-five federal sources, including agency program offices, publication offices, clearinghouses, and the Library of Congress for materials which could be used by vocational education teachers. Listings of at least 1500 print and nonprint items which we have reviewed and annotated will be distributed in July, 1980. Up to 50,000 copies of the listings will be made available free to vocational education programs. Additional copies will be available from the Government Printing Office for a small fee.

We have enclosed one thousand (1000) informational leaflets which discuss the project and the listings. The Office of Education requests that you make these leaflets available to vocational educators within your regions, including state program supervisors, teacher educators and state liaison representatives. We are sending leaflets to State Directors of Vocational Education, the Research Coordination Units, and the National Center for Research in Vocational Education.

We greatly appreciate your cooperation in this distribution. If you have any questions, please feel free to call me at (202) 330-9071. Thank you.

Very truly yours,

Carol L. Hill

*Curriculum Development Branch, Division of Research and Demonstration, Bureau of Occupational and Adult Education, HEW/USOE. Contract No. 300-79-0420

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VOCATIONAL INSTRUCTIONAL MATERIALS LISTINGS

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hundred. As these requests were received, the names and addresses of the individuals were placed into our word processor to allow automatic printout of the mailing labels for distribution of the next leaflets and of the booklets. The labels were then filed with the order forms.

Due to the awareness of the project created by the informational leaflet, requests for further information about the project were received from many individuals, mostly vocational educators. These requests were answered by telephone calls or letters to the requestors.

Also as a result of their receipt of information leaflet, staff of the American Vocational Association informed us of their intention to publish information about the booklets in the fall issue of Voc Ed.

Promotional Brochure. Ten thousand self-mailing brochures were developed and mailed to potentially interested individuals. These brochures described the set of annotated bibliographies, who the intended users are, and how to order the booklets. A detachable GPO order form was also part of the brochure. These brochures were distributed to the same individuals who received the informational leaflets as well as those individuals returning the detachable portion of the information leaflet. Exhibit 7.4 is a copy of the promotional brochurel.

Printing and Sale of the Booklets. The eight booklets were printed trhough the U.S. Government Printing Office in Washington, D.C. Ten thousand copies of each booklet were printed and a GPO rider order of 2000 was requested for each booklet. The booklets are available for purchase through GPO.

Distribution of the Booklets. Free copies of the Listings were distributed first to those individuals who requested them by returning the detachable portion of the informational leaflet. The remaining copies were distributed to some individuals who received and distributed the informational leaflets.

Chapter Eight:

OBSERVATIONS AND RECOMMENDATIONS

This study provided HRM staff with the opportunity to delve further into the workings and resources of federal organizations from a vocational educator's point of view. The wealth of information and materials available is phenomenal. The process of obtaining information and materials was both simple and complex at the same time. This chapter will highlight some of the observations and recommendations of the staff as a result of participation in the project.

OBSERVATIONS

1. There is a vast amount of material readily available from federal organizations which could be useful to vocational educators.

2. There are many sources of materials for any one program area or a given occupation. For example, most departments and agencies now have a consumer education network or clearinghouse. To find information for a given occupation or topic an individual should consult or survey each of these networks or clearinghouses as opposed to one clearinghouse in one location. Also different agencies in various government departments as well as the various publication–public affairs, and communications offices can provide materials for a given topic.

3. The extent of the cooperation and helpfulness of federal personnel contacted cannot be emphasized too much. Federal personnel in the offices referred to above are knowledgeable about what materials do exist in their agencies and departments.

4. There were several types of organizations within each department which had readily available material. These were the publication, communication or information offices of the various agencies, the clearinghouses within the departments, and the specific program offices of the agencies. Thus, within a given hierarchy of a department such as the Department of Labor, an individual must survey many different offices to exhaust the possible sources of materials.

5. Since we were working on a federal contract, we were able to obtain free copies of most material requested with few exceptions. The National Technical Information Service (NTIS) of the Department of Commerce has recently compiled bibliographies of material which are specific to vocational education and do fit the materials selection criteria of the project. However, these bibliographies are available only through sales, including to other government agencies. Sicne the project budget did not include sufficient funds to cover purchase of the actual items we were unable to include "for sale only" materials in our listings except in cases where the actual materials could be reviewed in publication offices.

6. No formal permission was needed either to interview personnel or to obtain copies of individual items. Verbal permission obtained from initial contacts with agency heads was sufficient.

7. Showing the agency personnel the project classification list for the materials as well as several examples of appropriate items was an effective way of clarifying for them exactly what types of material we were seeking.

8. There are many items which had been identified previously as print material appropriate for dissemination to the general public. HRM staff found that many of

these "popular" items relate to specific topics addressed by vocational educators. Thus, when vocational educators are seeking materials from a given source, it would be a good idea also to ask for the list of items most "popular" for distribution to the general public.

9. Most of the sources surveyed were in the Washington, D.C. area. There are valuable resources located elsewhere which we were unable to tap due to time and budgetary constraints. The National Energy Information Center in Oak Ridge, Tennessee is one example.

10. The activities of the project were often intricately interrelated. Sometimes it was difficult to complete one task which logically came first without completing part of the next task. For example, determination of criteria for materials selection logically is a task which precedes agency contact. Yet, without some agency contact to obtain a general idea of what is available, it would not be efficient to draw up an idea of criteria and then have to completely revise the criteria and start over when those types of materials could not be found.

11. The criteria developed were on target when matched with what materials we found were available. In other words, there are a lot of materials which have been developed since 1975 which are readily available in print or non-print format and which are useful to vocational educators and special needs groups.

12. HRM staff were pleased to find that much of the material which is available addresses specific topics for which vocational educators do have instructional needs. Further, there are materials which address both a vocational or occupational topic as well as material aimed at a special group such as the handicapped or older Americans.

13. It was important that HRM staff communicate with federal personnel before developing the classification plan which would be used to organize the citations within the final booklets. The system by which each federal organization has its material organized is different. Our classification system took this into consideration, facilitating contact with federal personnel. This classification system is specific enough that "locator" words communicated directly from our system to access materials from their systems.

14. In deciding under which vocational or special needs topic a given citation would be placed, the overriding criterion was whether or not the educator might find the material useful. Thus, while definitions of vocational program areas and subject classification systems were used as guide posts as to where to list a given item, cross referencing was not limited to the more "academic" interpretations.

15. The input of the Advisory Group was most helpful. The composition of the Advisory Group played a key role. The group represented all national organizations and geographical regions. In addition, each of the group members had experience at several levels and areas, including the "grass roots" level. Thus, the input received reflected a true understanding of the needs of teachers in the classroom.

16. Items which could be used by vocational educators in the classroom received the highest priority of the type of materials sought.

17. The system, forms and procedures developed to process the materials from receipt through annotation worked very well. In retrospect, while some components of the system were slightly modified to conform to new requirements throughout the project, having a standard system to work with proved most beneficial.

Making sure that individual citations keyed into the word processor were valid and correct before printing the citations out in booklet format proved to be efficient. Thus, each citation had to be corrected once, rather than making changes each time it appeared under a subject heading if it was cross-coded to appear in several sections.

19. The Title Card Index proved to be an excellent mechanism for preventing the same item item from being annotated more than once.

20. Project staff located much more material than the project budget allowed us to review and annotate. Therefore, bibliographies which contained several hundred or thousand appropriate items were annotated as single entities, rather than as individual items.

21. Most items located and selected were written and packaged in such a way that they could be used at any program level. For example, some of the materials developed by the Department of Agriculture for junior high school students were applicable to all levels for that topic and they were packaged so that they could be used in adult programs.

22. The inclusion of a detachable order form in the informational leaflet was very effective in creating awareness of the listings. By project end date many vocational educators across the country had returned these forms requesting thousands of the listings which were to be distributed free.

23. Since the return rate of the detachable order form in the informational leaflet was so high, it would probably be correct to assume that the means of distributing the leaflets were effective. Apparently, the curriculum centers, state directors of vocational education and other places/individuals to whom/where the leaflets were sent did disseminate them promptly to potentially interested users. By stating on the cover letters sent to the disseminators the list of all of those individuals and places disseminating the brochures, duplication of effort was minimized.

RECOMMENDATIONS

While the obvious outcomes of this project are the eight booklets of annotated bibliographies, the recommendations of project staff are also important so that valuable insights gained from evidence and experience can be passed on. The recommendations provided here not only reflect HRM staff experience, but also that of many of the federal personnel contacted and of vocational educators who are potential users of the listings. Many of the recommendations listed in the 1971 Listings project seemed to have been partially fulfilled. There are more formalized systems to disseminate information about materials available within many of the Departments. Most of the Departments now have a more sophisticated information system which in many cases is computerized. The Committee on Governmental Affairs of the United States Senate conducted an investigation into the Lack of Accountability of Government Public Information and Publishing Programs. As a result of this investigation, new regulations are fostering federal activities which promote greater utilization of federally-produced information and materials. Also, many agencies have funded and are presently funding studies which look more closely at how federal material can be more effectively disseminated to potential users.

Following are recommendations which are felt to be most important for potential future activities:

1. A Directory of Federal Sources of Information and Materials for Vocational Educators should be prepared and disseminated. There is a wealth of federally-sponsored information resources and materials which would be helpful to vocational educators. Many of these resources and materials are readily available through telephone requests or simple mail orders for nominal charges or for free. The issue is how vocational educators can be made aware of these resources. A comprehensive directory of resources would be a simple and cost-effective mechanism for disseminating this information.

   HRM staff recommend that this directory include sources of materials similar to that in the listings. Sources of information such as the National Referral Center, consumer information networks (e.g., those funded by the Department of Education and the General Services Administration), and other networks which have toll-free numbers and provide on-the-spot technical assistance to users should be incorporated into this directory.

A two-page summary of several hundred organizations would provide vocational educators with access to almost every type of information or material acquisition service they need. These concise descriptions of the resources should include the areas of service offered, the types of holdings (periodicals, books, films, computerized information systems, mailing lists, etc.), publications, information services, technical assistance services, eligibility for use requirements, how-to-order instructions, toll-free numbers, addresses, and detachable information or service request forms.

These directories could organize the sources similar to the grouping of them in Exhibit 4.3: Partial Listings of Sources used. Also, an index of vocational education program and subject could be crossed with a breakdown of the types of services offered for easy reference.

2. Workshops to acquaint vocational educators with federal sources of information and material could be held. National meetings of professional organizations, regional or national meetings of state directors and supervisors of vocational education, and directors of curriculum coordination centers meetings would present opportunities for presentations on federal sources of information services and materials.

3. A follow-up study of the usage of the eight listings should be conducted. To validate the general opinion that listings of annotations of materials is the best dissemination mechanism for making vocational educators aware of federally-sponsored materials and resources, a survey of users and of ordering sources should be conducted. Telephone calls made or questionnaires sent to potential users could be mechanisms for determining whether or not the listings actually reached vocational educators teaching in the classroom and, if so, whether or not they made use of the listings. Further, contact could be made with the National Audiovisual Center of the General Services Administration to tally the number of orders they received as a result of the distribution of the listings. This would be easy to determine since all the annotations which can be ordered from the Center have as a part of their order number a code which indicates that the order resulted from the reading of the listing.

4. Future projects developing similar listings should obtain the current GPO Stock Number Code reference guide for Departments and Bureaus. The Government Printing Office (GPO) maintains a list of stock numbers which includes within each stock number a code for the agency or department that sponsored the development of the publication. It would be helpful if future project staff could have this list at the beginning of their efforts in preparing annotations. This list would serve as an easy mechanism for identifying sponsors of materials listed in GPO bibliographies of items for sale.

5. In future projects, the steps for processing annotations should include a clear cut-off point for GPO validation of cost and availability of materials which are to be ordered from GPO. The current project sent the individual citations for materials to GPO for validation of prices and availability of materials two months before the listings were to be printed. Items which were no longer available were deleted from the listings and price changes were made to ensure that they were updated. Yet when the camera-ready copy of the materials was sent to GPO for printing of the booklets, another delay was put into effect due to identification of additional items which needed to be deleted or prices needing updating. Since the status of material availability as well as price are subject to change at any time and often change from month to month, a written agreement should be made between any future contractors, the funding agency and GPO as to a one-time date for GPO validating availability and prices of materials. Consequently, camera-ready copy would not be held up or sent back for revisions at the last moment.

Chapter Nine:
SUMMARY

Human Resources Management, Inc., has produced for the Department of Education eight listings of curriculum and instructional materials suitable for use in the classroom by vocational educators instructing in the seven traditional vocational education areas and by those working with special needs students in vocational education programs. This report has recounted the major project tasks, insights and recommendations resulting from these efforts. The eight listings cover both non-print and print materials developed or revised since 1975, which are readily available from federal organizations. The search for materials focused on those which would be most useful to classroom teachers. Over ninety-two federal organizations were surveyed and more than 5,000 items were identified and selected as relevant. The National Advisory Group of Vocational Educators' input was instrumental in the development of a viable plan for the preparation of the Listings. The cooperation of the federal organizations cannot be overemphasized. The mailing of 10,000 informational leaflets was very effective in creating awareness of the upcoming listings since requests for several thousand of the listings were received as a result of the mailings. Project staff found that federal organizations do produce an abundance of materials potentially useful to vocational educators. These eight listings will create a link between the sources of some of these materials and possible users. A more comprehensive mechanism for informing vocational educators about these many different sources of federally sponsored services and materials has been recommended as a future endeavor.

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